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ABSTRACT

In winter 1994, a study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine credit students' perceptions of college services. Surveys were distributed to students in 200 credit courses requesting ratings for 21 college services with respect to the importance of the service for their "ideal" college and their level of satisfaction with the service at M-DCC. Surveys were returned from 168 classes for a final sample of 1,595 student responses. Study findings, based on averaged students ratings on a 5-point scale, included the following: (1) college-wide, all 21 services received ratings above 4.0 in terms of their importance; (2) the five most important services to students were a library that meets their needs, faculty members who are excellent teachers, faculty members who are up-to-date, a flexible schedule of courses, and a financial aid program that helps make college affordable; (3) over 60% of students agreed that M-DCC provided these top five services; (4) however, 21.5% of the respondents disagreed that M-DCC provided a library meeting their needs, 23.1% did not think the college had an excellent career counseling program, and 21.5% did not agree that M-DCC had an excellent job placement program; (5) over 85% of students were either somewhat or very satisfied with the Miami-Dade experience; and (6) students expressed strongest reservations with respect to vocational programming. (Tables of responses college-wide and by campus and the survey instrument are included.) (KP)

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# ENROLLED STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE SERVICES

Research Report No. 94-10R

September 1994

# Institutional Research

JC 950 132

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# ENROLLED STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE SERVICES

Research Report No. 94-10R

September 1994

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Table of Contents

Page

List of Tables . . . . . ii

List of Figures . . . . . iii

Abstract . . . . . iv-v

Introduction . . . . . 1

Method . . . . . 2

Background of the Study . . . . . 2
Instrumentation . . . . . 3
Data Collection and Analysis Procedures . . . . . 5

Results . . . . . 6

Demographics of the Sample . . . . . 6
Additional Characteristics of the Sample . . . . . 7
Research Questions . . . . . 9

1. What services do students college-wide value as important attributes of their "ideal" college? . . . . . 9
2. To what degree do students believe that Miami-Dade addresses each of these services? . . . . . 11
3. How do students rate their overall level of satisfaction with Miami-Dade Community College? . . . . . 15
4. How do students at each campus and major center rate Miami-Dade services relative to their "ideal" college ? . . . . . 16

North Campus . . . . . 16

Kendall Campus . . . . . 18

Wolfson Campus . . . . . 20

Medical Center Campus . . . . . 22

Homestead Campus . . . . . 25

InterAmerican Center . . . . . 27

Hialeah Center . . . . . 29

Summary and Conclusions . . . . . 32

Appendix I Enrolled Student Survey-Services . . . . . 72-73

Appendix II Memorandum from the Dean of Institutional Research Requesting Instructor Participation . . . . . 74

Appendix III Memorandum from the Dean of Institutional Research Describing Administration Procedures . . . . . 75

List of Tables

Table


1 Demographics of the Sample Compared to Winter Term Students at Miami-Dade . . . . . 36

2 Additional Characteristics of the Sample . . . . . 37

3 Breakdown of Respondents by Campus/Center and Type of Degree Declaration . . . . . 38

4 Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC College-Wide . . . . . 39-40

5 Student Responses to the Question "How Satisfied Are You With Miami-Dade Community College?" College-Wide and by Campus/Center . . . . . 43

6 Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC North Campus . . . . . 44-45

7 Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC Kendall Campus . . . . . 48-49

8 Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC Wolfson Campus . . . . . 52-53

9 Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC Medical Center Campus . . . . . 56-57

10 Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC Homestead Campus . . . . . 60-61

11 Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC InterAmerican Center . . . . . 64-65

12 Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC Hialeah Center . . . . . 68-69

List of Figures


| Figure | | Page |
|---|---|---|
| 1.a | Mean Rank of Top 10 Services - College-Wide | 41 |
| 1.b | Mean of Services Ranked 11-21 - College-Wide | 42 |
| 2.a | Mean Rank of Top 10 Services - North Campus | 46 |
| 2.b | Mean of Services Ranked 11-21 - North Campus | 47 |
| 3.a | Mean Rank of Top 10 Services - Kendall Campus | 50 |
| 3.b | Mean of Services Ranked 11-21 - Kendall Campus | 51 |
| 4.a | Mean Rank of Top 10 Services - Wolfson Campus | 54 |
| 4.b | Mean of Services Ranked 11-21 - Wolfson Campus | 55 |
| 5.a | Mean Rank of Top 10 Services - Medical Center Campus | 58 |
| 5.b | Mean of Services Ranked 11-21 - Medical Center Campus | 59 |
| 6.a | Mean Rank of Top 10 Services - Homestead Campus | 62 |
| 6.b | Mean of Services Ranked 11-21 - Homestead Campus | 63 |
| 7.a | Mean Rank of Top 10 Services - InterAmerican Center | 66 |
| 7.b | Mean of Services Ranked 11-21 - InterAmerican Center | 67 |
| 8.a | Mean Rank of Top 10 Services - Hialeah Center | 70 |
| 8.b | Mean of Services Ranked 11-21 - Hialeah Center | 71 |

## Abstract

This report presents the findings of the Enrolled Student Survey - Services (ESS-S) administered to students in M-DCC credit courses during the Winter term of 1993-94. Students generated two independent ratings for each of 21 college services using a 5-point Likert scale: 1) the importance of the service for their "ideal" college; and 2) their level of satisfaction with these services at M-DCC. Students also rated their overall satisfaction with their M-DCC experience. Results provide student feedback regarding the effectiveness of existing programs and services, and are summarized at the college-wide and campus level, and for two outreach centers (InterAmerican Center and Hialeah Center).

Five percent (5%) of all classes offered during the Winter Term 1994, were randomly selected to be in the sample. Approximately 10% of classes were selected for Homestead Campus and Hialeah Center to compensate for lower enrollment at those two sites, resulting in a final sample of 200 classes. Students enrolled in the sampled classrooms completed the ESS-S during their class time; 168 classroom packets were returned, equal to 84% of the entire sample (n=1,595 student responses).

Respondent characteristics closely approximated those of students attending M-DCC for the Winter Term 1994 with respect to gender, ethnicity, and age. The sample varied significantly regarding the number of part- and full-time students, with nearly two-thirds (63.7%) of students reporting that they were enrolled full-time.

The results for the research questions addressed in the report are as follows:

1. **What services do students college-wide value as important attributes of their "ideal" college?**

   Student ratings were averaged to obtain a mean rating ranging from 1.00 to 5.00; higher mean ratings indicate students more highly value the service's importance to their "ideal" college. College-wide, mean ratings for all 21 services were above 4.0, ranging from 4.09 to 4.60. Thus students evaluated all 21 services as important attributes of their "ideal" college.

   The five most highly rated services were "a library that meets the students' needs," "faculty members who are excellent teachers," "faculty members who are up-to-date in their fields," "a flexible schedule of courses offered at a variety of times throughout the day and during the week" and "a financial aid program that helps make college affordable."

2. **To what degree do students believe that Miami-Dade addresses each of these services?**

   Over 60% of students agreed that M-DCC provided the top five services selected for their "ideal" college. Additionally, over 60% agreed that M-DCC has "computers and other equipments to support my program (69.2%)," "faculty members who are accessible (64.1%)" and "study skills assistance (60.8%)."

   At least one-fifth (20%) of students disagreed that M-DCC provided "a library that meets the students' needs (21.5%)," "an excellent career counseling program (23.1%),"

"an excellent job placement program (21.5%)," "adequate transportation to and from the campus (22.1%)," and "excellent athletic/recreational facilities (20.7%)."

Three services were identified that obtained a discrepancy (D) of 1.00 or greater between student mean ratings of their "ideal" college and M-DCC: "an excellent career counseling program (D=1.22)," "an excellent job placement program (D=1.33)," and "programs leading directly to a job (D=1.21)." M-DCC students clearly would favor a more pronounced career counseling program and more occupationally-oriented educational programming leading directly to employment upon program completion.

3. **How do students rate their overall level of satisfaction with Miami-Dade Community College?**

Over 85% (n=1,032) of students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. The college-wide mean satisfaction rating was 4.04, equivalent to a "somewhat satisfied" rating. Campus/center mean ratings ranged from 3.82 (Hialeah Center) to 4.33 (InterAmerican Center). Overall, students appear to be satisfied with their experience at Miami-Dade Community College.

4. **How do students at each campus and major center rate Miami-Dade services relative to their "ideal" college?**

Some variation in results was obtained among instructional sites. Smaller instructional sites, particularly the centers, had lower ratings than the larger campuses, possibly due to these sites' limited flexibility in budgetary resources. Some campus-level trends mirror those obtained at the college-wide level. Students at all sites consistently generated high ratings of the faculty with respect to excellence in teaching, knowledge of content area, and accessibility to students. The library and other supplemental learning resources (e.g., instructional technology and study skills laboratories) were also highly rated. Students generally were favorable regarding the flexibility of course offerings at M-DCC, and positively evaluated the financial aid and advising programs. Students at the majority of instructional sites were also satisfied that staff members were accessible to fulfill their needs.

Students expressed their strongest reservations regarding vocational programming at M-DCC. Students favored the availability of a more extensive career counseling and job placement program, as well as the development of educational programs that would lead directly to employment upon program completion. M-DCC students are clearly concerned with obtaining marketable skills that will make them employable in the workplace. Smaller proportions of students expressed concerns regarding the availability of transportation to and from campus, child care facilities, and intercollegiate athletic facilities.

The report should be accessed for more detailed campus-level information. In addition, tables and bar graphs that summarize the findings are provided at both the college-wide level and for each instructional site.

# ENROLLED STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE SERVICES

## Introduction

This report presents the findings from the Enrolled Student Survey - Services (ESS-S) administered to students enrolled in Miami-Dade Community College credit courses during the Winter Term of 1993-94. The purpose of this survey was to tap the attitudes of students regarding services provided by the institution and to evaluate their level of satisfaction with these services. Classroom sections offered at various times throughout the day and evening were randomly selected as part of the sample for this study. Miami-Dade students enrolled in the sampled classrooms completed the Enrolled Student Survey - Services form during their class time.

The administration of the Enrolled Student Survey - Services form constitutes one phase of a three-phase data collection system currently being developed at Miami-Dade. The three components of this information-gathering system are:

1. The Entering Student Survey (EntSS), administered to students upon their admission and successful entry into Miami-Dade. By assessing students with the EntSS, the college can identify students' expectations and aims as they begin their college program. This survey effort is currently under development.

2. The Enrolled Student Survey (ESS), administered to currently enrolled Miami-Dade students who are actively pursuing their academic and vocational goals. The ESS allows student satisfaction to be gauged while students are availing themselves of college programs and services. The ESS has two forms, one assessing student satisfaction with services (ESS-S), and the other with goals (ESS-G).

3. The Graduating Student Survey (GSS) - administered to Miami-Dade students who have applied for graduation, which allows students to provide a summative assessment of their entire Miami-Dade experience (see Research Report No. 93-10R).

This information-gathering system can serve as a feedback mechanism to provide information from students to decision-makers throughout the course of their program. Information gathered from these surveys evaluates student perceptions of the effectiveness of long-range college goals and existing programs and services, which can be used to promote enhanced long and short-term comprehensive planning.

The present report focuses on the Enrolled Student Survey - Services. Results are summarized for the college-wide sample and for each of the five major campuses, as well as for two outreach centers (InterAmerican Center and Hialeah Center). The following research questions are addressed in this report:

1. What services do students college-wide value as important attributes of their "ideal" college?

2. To what degree do students believe that Miami-Dade addresses each of these services?

3. How do students rate their overall level of satisfaction with Miami-Dade Community College?

4. How do students at each campus and major center rate Miami- Dade relative to their "ideal" college?

## Method

### Background of the Study

A previous form of the Enrolled Student Survey - Services was administered to Miami-Dade students during the Winter semester of the 1987-88 academic year as part of a college-wide enrollment management project. The purpose of that college image survey was to assess functions students identified as important for a community college to perform and rate how Miami-Dade fared relative to these functions. Students rated services and goals they believed were important to their conception of an "ideal" college, and then rated Miami-Dade's performance of these functions relative to their ideal college. The college image surveys were given to students in sampled classes but completed outside of class, resulting in a 40% return (1,903 responses).

The reader is invited to peruse the results of that survey, which are available in summary form in Research Report No. 88-25. Direct comparisons of agreement ratings are not advised since the midpoint of the rating scales differed and the 1988 sample contained considerable self-selection. The pattern of major findings is important, however. Students in 1988 generally rated services favorably, with particular emphasis on the utility of the library, flexibility of course offerings, quality of faculty, and the continuing education program. Students also reported they were satisfied with the effectiveness with which the college met the needs of part-time students, and encouraged students' personal development.

Services that obtained comparatively low student ratings included those associated with career advisement, and occupational training and placement. Students reported they were less than satisfied regarding the adequacy of transportation to and from the college. Additional student concerns focused on the accessibility of staff, the counseling and advising program, and the availability of off-campus housing.

The study described within this report utilized a survey instrument similar to that used in the earlier study. However, whereas students were previously administered a lengthier and more extensive survey combining educational goals and services for their evaluation, students in the present study completed only one of two forms composed of either services or goals. This report summarizes the results generated by those students who evaluated services with respect to their ideal college and Miami-Dade Community College.

Instrumentation

The Enrolled Student Survey - Services (ESS-S) is a one-page, two-sided standardized survey form developed by National Computer Systems (NCS). A copy of the Enrolled Student Survey - Services is found in Appendix I. The ESS-S form was designed so that students could record their responses directly onto the survey form. Completed survey forms were scanned and responses were entered onto a computer disk. These data

were then uploaded to the Miami-Dade IBM mainframe system and analyzed using the Statistical Analysis System (SAS).

Side 1 of the ESS-S contained items that requested respondents to provide information on several identified demographic variables including their age, gender, ethnicity, home campus or outreach center, number of credits completed, M-DCC grade point average (GPA), number of hours employed per week, enrollment status as either part or full-time students and day or evening students, whether they had completed College Preparatory and/or English as a Second Language (ESL) courses, whether they were seeking a degree from M-DCC, and if so, what type of degree, and highest degree they sought to obtain in their professional life. This demographic and enrollment information was used to describe the sample and collect additional information regarding the research questions.

Side 2 of the ESS-S consisted of a list of 21 general services identified because they were representative of services typically offered by higher education institutions. These items comprised several services including "an excellent career counseling program," "faculty members who are excellent teachers," "a library that meets the students' needs," and "information about student loans." Students rated each of these services using a 5-point Likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree," with the middle position represented by 3 = "uncertain."

Students were asked to generate two independent ratings for each of the 21 services by evaluating the service with respect to the following two dimensions:

1. Their "ideal" college - where students evaluated the importance of each service according to their conception of the ideal college; and

2. Miami-Dade Community College - where students evaluated whether M-DCC provided each service to their satisfaction.

An additional item on the ESS-S requested students to rate their overall level of satisfaction with their M-DCC experience, using a 5-point Likert scale ranging from "very

satisfied" to "very dissatisfied," with the middle position represented by "indifferent." This information was intended to provide a useful barometer of overall student satisfaction with Miami-Dade.

Data Collection and Analysis Procedures

Miami-Dade Community College classes offered during the Winter semester of the 1993-94 academic year were used as the basis for the sample in order to facilitate data collection procedures, ensure the highest possible return of student responses, and most accurately represent the population of students enrolled at the college. A computer-generated random sample of classes selected 5% from the master list of all classes offered at all five campuses and two major outreach centers (InterAmerican and Hialeah). At the request of decision-makers, a sample of approximately 10% of classes was drawn for Homestead Campus and Hialeah Center in order to compensate for the lower enrollment at those two sites and provide enough responses for analysis.

These procedures resulted in the identification of 200 classes that were sampled college-wide: 54 at the North Campus, 66 at Kendall, 33 at Wolfson, 12 at Medical, 9 at Homestead, 13 at InterAmerican Center, and 13 at Hialeah Center. In addition, the computer-generated listing of randomly selected courses included alternate classes for each site in case the instructors declined to participate in the study.

Instructors received a memorandum from the Dean of Institutional Research informing them of the upcoming data collection effort prior to receiving the survey. A copy of this letter is found in Appendix 2. Instructors had the opportunity to decline participation in the study. Only 12 faculty members declined to participate and alternate instructors were identified for nine of these 12 instructors.

Participating instructors received a packet of questionnaires through inter-office mail two weeks after agreeing to participate in the study. A copy of the accompanying memo detailing administration instructions to participating instructors is available in Appendix 3. The ESS-S surveys were then administered to students attending class on the

prescribed day and collected by the instructor. Instructors returned a packet of completed ESS-S forms and any additional uncompleted forms to the Office of Institutional Research.

Instructors were originally provided with a two-week window in which to return the completed surveys. At the conclusion of this two-week period, 119 course instructors (59.5%) had returned the completed survey forms. In order to optimize the return rate, instructors were informed they could return the completed packet of survey forms anytime throughout the final week of the Winter semester. This extended due date resulted in the final return of 168 classroom packets, equal to 84% of the entire sample (n=1,595 student responses). This unusually high return rate suggests that the sample was fairly representative of the Miami-Dade student population, and enhances the likelihood of accurate interpretation of the results.

## Results

### Demographics of the Sample

Table 1 presents the demographic breakdown of the sample across several variables. Table 1 is composed of two columns: the first column describes the demographics of the study sample, while the second column presents the demographics for the population of Miami-Dade students enrolled during the Winter semester of 1994 when the study was conducted.

Inspection of Table 1 indicates that the sample of respondents closely approximates the actual proportion of students attending each campus and major center during the Winter, 1994 semester. Students from Kendall and Wolfson Campuses are slightly under-represented in the sample, while students from Medical Center Campus and Homestead Campus are slightly over-represented compared to the actual Winter Term course campus enrollment. In addition, the gender, ethnic, and age distribution of the sample corresponded relatively well with the actual population of Miami-Dade students, with some slight exceptions. Females and students aged 20-25 years were slightly over-represented in the sample, while white non-Hispanic students were slightly under-

represented. Finally, the proportion of older students was lower than would be typically expected in the college population. This may be because day classrooms comprised the largest proportion of sample classrooms, while older students may be more likely to attend evening classes.

Data in Table 1 also suggest that the demographic profile of respondents is fairly comparable to the profile of all Miami-Dade students regarding degree type and cumulative credits earned. Students seeking the Associate in Science degree were slightly over-represented, while lower proportions of vocational certificate and non-degree-seeking students were obtained in the sample than in the student body.

Overall, the sample appears to be fairly representative of typical Miami-Dade enrollees for the Winter Term of 1994, with one significant exception. Nearly two-thirds (63.7%) of students reported that they were enrolled full-time, which contrasts strongly with the actual figures for the Winter Term enrollment. In any given term, approximately one-third of Miami-Dade students are enrolled on a full-time basis, with the remaining two-thirds attending courses on a part-time basis.

There are two possible factors that may account for this difference in the sample. First, because more day students were enrolled on a full-time basis, they were more likely to be selected to be part of the sample. Second, students were asked to report whether they attended Miami-Dade on a part versus full-time basis, but were not provided with an explicit operationalization of the number of credits required to be classified as a full-time student (12 credits or more). Thus, students who were enrolled for fewer than 12 credits may have identified themselves erroneously as full-time students.

Additional Characteristics of the Sample

This section presents additional data describing attributes of the sample. For these items, comparative data were not available from the Winter Term enrollment. Table 2 presents results for these items. Over two-thirds of the sample (68.6% or 1,077 students) primarily attended Miami-Dade classes during the day, while the remaining 31.4%

(n=494) of respondents reported that they were primarily taking courses during the evening. A separate evaluation of services by these evening students will be presented in a future report.

Nearly one-third (32.9%) of students in the sample had taken College Preparatory courses. This figure corresponds closely to the proportion of academically underprepared students reported in the Graduate Profile (see Research Report No. 93-12R). Over 15% had completed English as a Second Language (ESL) courses, and almost 11% had completed both College Preparatory and ESL coursework. These findings underscore Miami-Dade's role in providing opportunities for students who are academically underprepared.

Students were also asked to identify the highest degree they were seeking throughout their academic career. This item served as an indicator of long-term educational aspirations and expectations. The results indicate that 15.2% of students were seeking either a vocational certificate or an Associate degree as their terminal degree. Almost 32% of students desire to obtain a Bachelor's, while almost 51% of students would like to earn a post-graduate degree at the Master's or higher level. If these two figures are aggregated, the results indicate that 82.3% of Miami-Dade students would like to earn a Bachelor's degree or higher. This finding suggests that the majority of Miami-Dade students have long-range educational aspirations and attend Miami-Dade as part of their plan to pursue these aspirations.

Data regarding the employment status of respondents indicate that 82% of students are working, and only 18% of Miami-Dade students are not employed. Over 25% of students work between one and 20 hours a week, while almost 41% report that they work between 21 and 40 hours per week. It is interesting to note that 16% of respondents work more than 40 hours per week while attending classes at Miami-Dade. A separate report will be published on the demographics, educational aspirations, and overall satisfaction of working students at M-DCC.

Table 3 presents the breakdown of respondents by home campus/outreach center and type of degree declaration. This table is included to promote greater understanding of student ratings of services for each of the campus/centers. Clearly those students enrolled in Associate in Arts programs may differ in their evaluation of services from students enrolled in occupationally-oriented educational programs.

Research Questions

This section describes the results of the 4 research questions that are the central focus of this study.

1. **What services do students college-wide value as important attributes of their "ideal" college?**

Recall that students used a 5-point agreement rating scale to rate each service with respect to its relevance to their ideal college. For ease of interpretation, responses of "strongly disagree" (1) and "disagree" (2) were aggregated into a single "disagreement" category, while "strongly agree" (5) and "agree" (4) were aggregated into an "agreement" category.

Student ratings were averaged to obtain a mean rating, with higher mean ratings indicating that students more highly valued the importance of the service to their "ideal" college. The range of possible mean ratings was between 1.00 and 5.00. The 21 services presented in Table 4 have been rank ordered from highest to lowest mean rating.

Inspection of Table 4 indicates that the mean ratings of the 21 services are all above 4.0, ranging from 4.09 to 4.60. Evidently, students believed that all of the services were important factors when considering the attributes of their "ideal" college. It should be noted that there was very little variation among mean ratings. The difference between the service rated most highly and second most highly was one-hundredth of a point. The results should be carefully interpreted with the understanding that these very slight variations may not represent substantive differences in student opinions of the service.

The service rated most highly by students college-wide was "a library that meets the students' needs," with a mean rating of 4.60. Nearly 92% of students agreed that this was an important service for their "ideal" college. This finding is consonant with a finding provided in the Graduating Student Survey report (Research Report No. 93-13R) in which students who were applying for graduation reiterated the importance of an adequately supplied and accessible library.

The service obtaining the second highest mean rating for an ideal college is "faculty members who are excellent teachers." This result is also in accord with the findings of the Graduating Student Survey report, in which students at all campuses emphasized the importance of a committed faculty with superior instructional skills. "Faculty members who are up-to-date in their fields," a service related to the desire for excellent instructors obtained the third highest mean rating. Over 91% of students agreed that both faculty quality indicators were important factors in their conception of an "ideal" college.

The fourth and fifth highest rated services for an ideal college were "a flexible schedule of courses offered at a variety of times throughout the day and during the week" and "a financial aid program that helps make college affordable." These two services are clearly important for students who are seeking an affordable educational program that is sufficiently flexible to allow them to meet employment and personal obligations. Students are evidently concerned with many practical problems associated with attending college, and would prefer that their "ideal" college attempt to accommodate their individualized needs in the context of personal and economic constraints.

The five services that obtained the lowest mean ratings for an ideal college are (in descending order): "adequate transportation to and from the campus," "excellent athletic/recreational facilities," "a child care program," "a strong intercollegiate athletic program," and "instructional sites near people's homes and businesses." It appears likely that these services were less highly rated by the overall group of students because they are services designed to meet only the needs of select groups of students. Only students with children or those interested in athletics are likely to be greatly concerned with the

availability of these services at their "ideal" college. It is also important to remember that the range of mean ratings was comparatively narrow; each of the five lowest rated services still obtained a mean agreement rating of greater than 4.0.

2. **To what degree do students believe that Miami-Dade addresses each of these services?**

The purpose of this research question is to evaluate the degree to which students believe Miami-Dade Community College provides those services that they deem to be important for their "ideal" college. After students rated the 21 services for their "ideal" college, they completed the following stem - "I believe Miami-Dade Community College has..." for each of the 21 services. Students used the same 5-point agreement scale used to rate services for their "ideal" college. Responses were summarized such that student agreement ratings of "strongly disagree" and "disagree" were combined to create a "disagreement" rating, while ratings of "strongly agree" and "agree" were aggregated to form an "agreement" rating.

Three major analyses were performed to address this research question for the college-wide group. The same analyses were replicated for each instructional site and are reported in the section addressing research question 4. Table 4 presents the findings for the college-wide group for these three analyses.

The first analysis identified the proportion of students who were satisfied that Miami-Dade provided the services they were asked to rate for their "ideal" college. For our purposes, an endorsement of "agreement" by 60% or more of students is considered favorable and is highlighted in Table 4 and all subsequent tables.

The results indicate that over 60% of students agreed that Miami-Dade provided the top five services identified for their ideal college. Additionally, over 60% agreed that M-DCC has "computers and other equipments to support my program" (69.2%), "faculty members who are accessible" (64.1%) and "study skills assistance (60.8%)." Considering the content of the items above, these ratings indicate that at least 60% of surveyed

students believe the faculty are knowledgeable and informed professionals who utilize effective instructional strategies and make themselves available to students when they need assistance. Students are also satisfied with many of the college's learning resources, including the library, study skills laboratories, and computer resources, as well as the college's financial aid program.

The second analysis performed to address this research question identified those services students believed that Miami-Dade addressed in a less satisfactory manner. Thus, the proportion of students who disagreed when rating the service was identified. A rating of "disagreement" suggests that students had concerns regarding either service availability or delivery at Miami-Dade. As a useful rule of thumb, services for which one-fifth (20%) or more of students disagreed suggest areas that might benefit from closer examination by decision-makers. These are highlighted in Table 4 and in all subsequent tables.

Examination of disagreement ratings provided in Table 4 indicates that among the top five rated services, at least one-fifth (20%) of students disagreed that M-DCC provided one service, "a library that meets the students' needs (21.5%)." Examination of Table 4 also indicates that at least 20% of students disagreed regarding the provision of the following four services: "an excellent career counseling program" (23.1%), "an excellent job placement program" (21.5%), "adequate transportation to and from the campus" (22.1%), and "excellent athletic/recreational facilities (20.7%)."

Two of the services identified by students are related to vocational programming and job placement. These services appear to be important to students who are concerned with the role of their education in securing future employment. Interestingly, one of the services (the library) was also identified as satisfactory by at least 60% of students. It is possible that this service fails to meet the needs of a subgroup of students. That is, some students may believe that the library is inadequate to meet their individualized needs. Students also are dissatisfied with transportation to and from college, and may find that transportation problems impede their ability to pursue a college education.

Because these two analyses utilize student agreement/disagreement ratings, certain guidelines are useful in interpreting the findings. First, with very few exceptions, a considerably higher proportion of students agreed that these services were important relative to their conception of an "ideal" college as compared to their actual college experience. Students appear to support the notion that, theoretically, the "ideal" college should offer all of these services. Therefore, "ideal" college mean ratings will nearly always be higher than Miami-Dade mean ratings.

Interpretation of student agreement/disagreement ratings of services may also be affected by the proportion of students who have endorsed "uncertain," because "uncertain" ratings are open to several interpretations. For example, students may: 1) be unfamiliar with the service; 2) be unclear about its purpose; and/or 3) may perceive the service as unnecessary for their personal success. When a comparatively high proportion of students endorse "uncertain" for a given service, results should be interpreted more judiciously. An example of this principle may be found in Table 4, where "an excellent job placement" obtained an agreement rating of 32.5%. Note, however, that 46% of students also described themselves as "uncertain" regarding this service, implying that a number of students were unable to make an evaluative judgment about the service. Had a much lower proportion of students endorsed "uncertain," say 14%, the comparatively low agreement rating of 32.5% may have been a more potent indicator of student satisfaction. It should be noted that a service obtaining a high "uncertain" rating may be less strongly endorsed as important by students.

The third analysis addressing this research question used student mean agreement ratings for both the "ideal" college and Miami-Dade Community College for each of the 21 services. The arithmetic difference between the two means was obtained for each service, yielding the discrepancy between the ratings students assigned to their "ideal" college and to Miami-Dade. Table 4 provides the mean ratings for both the "ideal" college and Miami-Dade Community College for each of the 21 services. The discrepancy between means may be found in the row beneath both mean ratings for each service, and is hereafter labeled "D" throughout the remainder of this report and in the tables.

These procedures permitted a type of discrepancy analysis to be conducted for each of the services. However, there are some important caveats to consider when examining discrepancies between mean ratings. First, in almost every instance, Miami-Dade will obtain lower ratings than students' conception of an "ideal" college. Therefore, interpretation of the results should center on examining the size of the discrepancy between students' "ideal" college mean rating and their Miami-Dade mean rating. Second, a logical rationale should be provided when identifying cutoffs between discrepancies. A rule of thumb advocated herein is the identification of those services where the discrepancy between the "ideal" college mean rating and the Miami-Dade mean rating is 1.00 or greater. This figure represents a full rating point and a discrepancy of this size should be examined more closely. Discrepancies of 1.00 or greater are shaded in Table 4.

Figure 1 presents a horizontal bar graph which allows those services exhibiting large discrepancies between ideal college and Miami-Dade student mean ratings to be readily identified. The horizontal axis represents the range of mean ratings and is scaled from 0.00 to 5.00. The graph is composed of 21 bars, representing each service rated by students in order of importance for an "ideal" college. Each bar is composed of both shaded and unshaded segments. Shaded segments represent student mean ratings of Miami-Dade services; unshaded segments indicate differences between ideal college and Miami-Dade mean ratings. The arithmetic difference between these two means is printed within the unshaded segments. Subsequent figures are provided for each instructional site profiled within this report.

The third analysis indicated that only three services presented in Table 4 obtained a discrepancy of 1.00 or greater between mean ratings of the "ideal" college and Miami-Dade Community College: "an excellent career counseling program" (D=1.22), "an excellent job placement program" (D=1.33), and "programs leading directly to a job (D=1.21)." These three services are highly related and emphasize the value that students place on the vocational implications of their educational program. Students apparently would favor more occupationally-oriented educational programming, preferably programs that would lead directly to employment upon program completion. In addition, students

would favor a more pronounced career counseling program that would assist them in the clarification of their goals.

3. **How do students rate their overall level of satisfaction with Miami-Dade Community College?**

Students also responded to the following item on the ESS-S survey form, "How satisfied are you with Miami-Dade Community College?" Students responded to this item using the following 5-point rating scale: 1="very dissatisfied"; 2="somewhat dissatisfied"; 3="indifferent"; 4="somewhat satisfied"; and 5="very satisfied." Responses to this item were only obtained for 1,207 (75.7%) of the 1,595 respondents. It appears likely that the item's placement on the lower left-hand side of the survey form caused some students to ignore or overlook the item. Therefore, the results for this question should be interpreted cautiously.

Results are provided for the overall college sample and each of the instructional sites in Table 5. The college-wide mean satisfaction rating was 4.04, slightly higher than 4.00, which is equivalent to a "somewhat satisfied" rating. Overall, students appear to be satisfied with their experience at Miami-Dade Community College. Over 85% (n=1,032) of students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. This is a positive finding that is more significant in the context of the high return from the sample, suggesting that the majority of Miami-Dade students are satisfied with their college experience.

Results are also reported for each of the instructional sites. The results indicate that campus/center mean ratings ranged from 3.82 (Hialeah Center) to 4.33 (InterAmerican Center). The majority of instructional site means were at least 4.00; North Campus (3.96) and Homestead Campus (3.98) were very close to 4.00. These ratings indicate that the college-wide mean ratings were substantively duplicated at the campus/center level. The lowest mean rating was still within range of the 4.04 college-wide mean rating.

4. **How do students at each campus and major center rate Miami-Dade services relative to their "ideal" college?**

The purpose of this question was to provide information profiling the evaluations of students attending each of the five major campuses and two major outreach centers, InterAmerican (affiliated with Wolfson Campus) and Hialeah (affiliated with North Campus). The information provided here is designed to facilitate comprehensive planning and decision-making efforts at each of these instructional sites. The ultimate goal would be to enhance the provision, delivery, and quality of these services for students at the campus/centers.

In order to provide useful information to site-based decision-makers, supplementary tables are included for the major results for each site, and highlights are noted below. A table presenting the percentage of student agreement/disagreement and mean ratings for the 21 services is provided for each campus/center, as well as a bar graph that visually summarizes the mean rank order of services for each instructional site.

<u>North Campus</u>

Inspection of Table 6 and Figures 2a and 2b indicates that the range of North Campus student mean ratings for the "ideal" college was from 3.97 to 4.60, while the range of North Campus student mean ratings for Miami-Dade services was from 3.19 ("an excellent job placement program") to 3.93 ("a library that meets the students' needs"). These figures indicate that no service obtained a mean rating lower than 3.00 or greater than 4.00. It should be noted that the number of students selecting "uncertain" is also included in the calculation of mean ratings.

The highest five services rated by North Campus students along the "ideal" college continuum were (in descending order): "a library that meets the students' needs" (4.60), "a financial aid program that helps make college affordable" (4.57), "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (4.56), "faculty members who are excellent teachers" (4.56), and "faculty members who are up-to-date in their fields (4.56)."

Over 60% of students agreed that North Campus provides the top five services of their ideal college. Additionally, over 60% agreed that North Campus has: "computers and other equipment to support my program" (70.6%), "an advising program focused on the student's academic and overall curriculum requirements" (60.8), "study skills assistance" (61.6%), "faculty members who are accessible" (64.1%), and "a cultural program in the arts (music, theater, etc.) (63.6%)."

This wide range of services indicates that North Campus students are satisfied with their instructors, whom they perceive as knowledgeable, informed, capable, and accessible. In addition, many of the additional resources at North Campus were well-rated by students, such as the library, study skills labs, the arts program, and instructional technology. Finally, students are satisfied with their advising and financial aid programs.

At least 20% of North Campus students disagreed that the campus provided two services, "an excellent career counseling program" (20%), and "an excellent job placement program (20.5%)." This finding echoes an earlier finding in which students college-wide reported a difference (D) of 1.00 or greater between their ideal and Miami-Dade mean rating. Evidently, students at North Campus also have some concerns regarding vocational counseling and placement programs at Miami-Dade.

Three services were rated by North Campus students as obtaining mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. They were: "an excellent career counseling program" (D=1.11), "an excellent job placement program" (D=1.29), and "programs leading directly to a job (D=1.17)." These three areas overlap with those services rated as comparatively unsatisfactory by Miami-Dade students college-wide, and represent student concerns regarding the provision of services that facilitate vocational success.

Kendall Campus

Table 7 and Figures 3a and 3b present the findings for Kendall Campus. The range of mean ratings for "ideal" college services was from 4.11 to 4.67. The range of mean ratings for Miami-Dade services was from 2.94 ("a child care program") to 3.89 ("a flexible schedule of courses offered at a variety of times throughout the day and during the week"). One service obtained a mean rating lower than 3.00; none of the services obtained a mean rating of 4.00 or greater.

The highest five services rated by Kendall Campus students along the "ideal" college continuum were (in descending order): "a library that meets the students' needs" (4.67), "faculty members who are up-to-date in their fields" (4.65), "faculty members who are excellent teachers" (4.64), "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (4.63), and "a financial aid program that helps make college affordable (4.61)."

Over 60% of Kendall Campus students agreed that Kendall Campus provided the top five services identified for their ideal college. Additionally, over 60% of students agreed that Kendall Campus has: "computers and other equipment to support my program" (67.7%) and "faculty members who are accessible (66.5%)."

These results indicate that Kendall Campus students are generally satisfied with the caliber of faculty, including their instructional approaches and availability. Kendall Campus students also believe that Miami-Dade provides instructional resources that facilitate their ability to obtain a college-level education, such as the library, and instructional technology laboratories. Kendall Campus students are also pleased with the availability and flexibility of the college's financial aid program which allows them to access a college education.

At least 20% of students disagreed that the campus provided the following six services: "a library that meets the students' needs" (21.4%), "an advising program focused on the student's academic and overall curriculum requirements" (22.4%), "an excellent

career counseling program" (26.3%), "programs leading directly to a job" (20%), "adequate transportation to and from the campus" (20.4%), and "a child care program (20.5%)." It is interesting to note that the library appears on this list, even though it was rated highly by a large proportion of students; it is possible that a subgroup of students do not feel the library addresses their individualized needs effectively.

Examination of this list indicates that there is some overlap between the concerns of Kendall students and those concerns identified by Miami-Dade students college-wide. Specifically, Kendall students are concerned about the provision of services related to career education and guidance. A related concern emerged regarding the advising program; this service may be linked to the career counseling process. Additional concerns identified by students may relate to the specialized needs of segments of the student population, such as the need for adequate transportation to and from school and the need for child care. Clearly, problems in these areas can impede students' efforts to complete their education.

Nine services were rated by Kendall Campus students as obtaining mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. Three of these services were among the top five services students identified for their ideal college: "a library that meets the students' needs" (D=1.04), "faculty members who are excellent teachers" (D=1.05), and "a financial aid program that helps make college affordable (D=1.00)." The discrepancies between the ideal college and Miami-Dade mean ratings for these three services suggests that students perceive a problem with the current implementation of these services at Kendall Campus relative to what they would desire from their ideal college.

The remaining six services that obtained mean discrepancies of 1.0 or greater were: "an advising program focused on the student's academic and overall curriculum requirements" (D=1.08), "an excellent career counseling program" (D=1.37), "staff members who are accessible" (D=1.06), "an excellent job placement program" (D=1.35), "programs leading directly to a job" (D=1.33), and "a child care program (D=1.19)."

Services in which a discrepancy exists between Kendall Campus students' ideal and Miami-Dade mean ratings include those services centering on vocational decision-making and employment upon program completion, concerns which also emerged among Miami-Dade students college-wide. This finding is somewhat surprising, given that Kendall Campus has the smallest number of Associate in Science and PSAV students in the sample (Table 3). Other areas where Kendall Campus students exhibited concerns include the advising and financial aid programs. Both financial aid programs and the library were also rated highly by a large proportion of Kendall Campus students, suggesting that a subgroup of students were dissatisfied with these services. Similarly, even though staff and faculty members were rated as satisfactory by a large proportion of students, a subgroup of Kendall Campus students appear to have concerns regarding personnel (both faculty and staff).

Wolfson Campus

Table 8 and Figures 4a and 4b present the agreement/disagreement ratings for Wolfson Campus students. An examination of mean ratings for the "ideal" college indicates they ranged from 4.10 to 4.55, while Miami-Dade service mean ratings ranged from 3.02 ("excellent athletic/recreational facilities") to 3.88 ("faculty who are up-to-date in their fields"). None of the services obtained a mean rating lower than 3.00 or greater than 4.00.

The highest five services rated by Wolfson Campus students along the "ideal" college continuum were (in descending order): "faculty members who are up-to-date in their fields" (4.55), "faculty members who are excellent teachers" (4.55), "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (4.49), "a library that meets the students' needs" (4.48), and "a financial aid program that helps make college affordable (4.48)."

Over 60% of Wolfson students agreed that Wolfson Campus provides four of the top five services they selected for their "ideal" college. Nearly 60% (59.4%) of students agreed that Wolfson Campus provided the fifth service, "a library that meets the students'

needs." Additional items obtaining an agreement rating from at least 60% of Wolfson Campus students included: "computers and other equipment to support my program" (71.6%), "staff members who are accessible" (66%), "an advising program focused on the student's academic and overall curriculum requirements" (65%), "study skills assistance" (61.2%), "faculty members who are accessible" (65.4%), and "a cultural program in the arts (music, theater, etc.) (70.4%)."

Several of these services are among those identified favorably by Miami-Dade students college-wide. Wolfson Campus students appear to be positive regarding the faculty, whom they perceive as knowledgeable, concerned, and accessible. In addition, Wolfson Campus students are satisfied with learning resources at their disposal, including instructional technology and study skills labs. In addition, students appear to be satisfied with personnel they encounter while attempting to complete their program, including staff members and advisors. Students also appreciate Miami-Dade's flexibility in scheduling courses and the extensive financial aid program.

At least one-fifth of Wolfson Campus students disagreed that Wolfson Campus provided two of the five services they rated most highly for their "ideal" college: "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (21.1%), and "a library that meets the students' needs (25.1%)." Although some Wolfson students appear to be concerned about the utility of the library and flexibility in course scheduling, a large proportion of Wolfson students report they are satisfied with Wolfson Campus' flexibility in scheduling course (68.4%) and the library (59.4%). Therefore, this comparatively low rating suggests that course flexibility and the library are problems for a subgroup of Wolfson students.

An additional three services obtained a disagreement rating from at least 20% of Wolfson Campus students: "an excellent career counseling program" (22.2%), "an excellent job placement program" (22%), and "excellent athletic/recreational facilities (26.3%)." Two of these services tap the vocational concerns articulated by Miami-Dade students college-wide, specifically, regarding vocational advisement and placement after

program completion. In addition, some students believe Wolfson Campus does not provide adequate athletic and/or recreational facilities.

Six services rated by Wolfson Campus students obtained mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. They were: "a library that meets the students' needs" (D=1.05), "an excellent career counseling program" (D=1.12), "an excellent job placement program" (D=1.29), "programs leading directly to a job" (D=1.14), "cooperative education or work experience for credit" (D=1.06), and "excellent athletic/recreational facilities (D=1.22)." One of these services, "a library that meets the students' needs," was selected among the top five services for students' "ideal" college.

Four of these six services are concerned with vocational decision-making and employability upon program completion. Students appear to be very concerned about the viability of their educational training in the job market, and would favor additional Miami-Dade programs that would assist them in meeting their vocational goals. In addition, students appear to desire vocational guidance to help them identify a program that will facilitate their ability to obtain employment upon program completion. Wolfson students are also concerned about the adequacy of the library and the relative unavailability of athletic and recreational resources.

Medical Center Campus

The results for the Medical Center Campus may be found in Table 9 and Figures 5a and 5b. Student mean ratings for the "ideal" college ranged from 3.84 to 4.65, with Miami-Dade service mean ratings ranging from 2.74 ("excellent athletic/recreational facilities") to 3.97 ("faculty who are up-to-date in their fields"). Four services obtained a mean rating lower than 3.0, while none obtained a mean rating of 4.0 or greater.

The highest five services rated by Medical Center Campus students along the "ideal" college continuum were (in descending order): "faculty members who are excellent teachers" (4.65), "a library that meets the students' needs" (4.64), "a financial aid program

that helps make college affordable" (4.63), "faculty who are up-to-date in their fields" (4.62), and "information about student loans (4.58)."

Over 60% of Medical Center Campus students agreed that Medical Center Campus provided four of the top five services students identified for their "ideal" college. Nearly 60% (58.2%) of Medical Center Campus students agreed that the campus provided an adequate library for students' needs. Additionally, over 60% agreed that Medical Center Campus has: "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (73.9%), "computers and other equipment to support my program" (79.9%), "an advising program focused on the student's academic and overall curriculum requirements" (61.8%), "faculty members who are accessible" (67.6%), "staff members who are accessible" (61.6%), and "study skills assistance (61.1%)."

These services overlap greatly with those services rated favorably by Miami-Dade students throughout the college. Medical Center Campus students appear to be satisfied with faculty, whom they rate as knowledgeable, informed, and accessible. Students also are satisfied with programs that expedite the successful completion of their college work, including the advising, financial aid, and student loan programs. Students rate Miami-Dade staff as accessible and also value the study skills assistance they obtain. Finally, students are satisfied that Miami-Dade offers a flexible schedule of course offerings which facilitate their ability to complete their program.

At least one-fifth of Medical Center Campus students disagreed that the campus provided the following ten services: "a library that meets the students' needs" (29.1%), "an advising program focused on the student's academic and overall curriculum requirements" (21.5%), "an excellent career counseling program" (22.9%), "programs leading directly to a job" (20.9%), "an excellent job placement program" (25.2%), "staff members who are accessible" (23.9%), "adequate transportation to and from the campus" (38.3%), "a child care program" (28.5%), "excellent athletic/recreational facilities" (37%), and "a strong intercollegiate athletic program (29.3%)." Of these 10 services, one, "a

library that meets the students' needs," was also selected by Medical Center Campus students as among the top five services for their "ideal" college.

These ratings indicate that a number of Medical Center Campus students are concerned about vocational advisement and job placement after program completion, which mirrors the concerns reported by Miami-Dade students college-wide. The career counseling area is related to the academic advisement area, suggesting that students believe Medical Center Campus could improve in both these areas. The high proportion of students (nearly 40%) concerned about transportation to and from campus strongly suggests that this is a problem for many Medical Center Campus students. In addition, a smaller proportion of students disagree that Medical Center Campus provides an adequate library and/or recreational facilities. These concerns, however, may only reflect the needs of a subgroup of Medical Center Campus students who have specialized interests in these areas.

Nine services were rated by Medical Center Campus students as obtaining mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. They were: "a library that meets the students' needs" (D=1.26), "an excellent career counseling program" (D=1.27), "programs leading directly to a job" (D=1.07), "an excellent job placement program" (D=1.51), "adequate transportation to and from the campus" (D=1.43), "cooperative education or work experience for credit" (D=1.08), "a child care program" (D=1.32), "excellent athletic/recreational facilities" (D=1.24), and "a strong intercollegiate athletic program (D=1.04)." Of these, "a library that meets the students' needs," was among the top five services Medical Center Campus selected for their "ideal" college.

This list of services includes four that are directly related to vocational guidance, cooperative education experience, and employability upon program completion. This finding is evocative of the college-wide finding that Miami-Dade students have concerns in the area of vocational training, counseling and placement. In addition, Medical Center Campus students appear to believe that Miami-Dade could do more to improve the quality

of these services. Other services identified by the discrepancy analysis include child care, transportation, and athletic programs and facilities.

Homestead Campus

Table 10 and Figures 6a and 6b provide the results for Homestead Campus. Student mean ratings for the "ideal" college ranged from 4.02 to 4.74, with Miami-Dade services mean ratings ranging from 2.73 ("a child care program") to 4.00 ("computers and other equipment to support my program"). Four services obtained a mean rating lower than 3.00, while only one service received a mean rating of 4.00 or greater.

The highest five services rated by Homestead Campus students along the "ideal" college continuum were (in descending order): "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (4.74), "faculty who are up-to-date in their fields" (4.73), "a library that meets the students' needs" (4.71), "computers and other equipment to support my program" (4.71), and "faculty members who are excellent teachers (4.71)."

Over 60% of Homestead Campus students agreed that Homestead Campus provided three of the top five services selected for their "ideal" college. "A flexible schedule of courses offered at a variety of times throughout the day and during the week" (56.1%), and "a library that meets the students' needs" (49.2%), were two of the five "ideal" college services that obtained an agreement rating of less than 60% of Homestead Campus students. In addition, over 60% of students agreed that Homestead Campus has: "staff members who are accessible" (60.6%), "faculty members who are accessible" (69.2%), and "study skills assistance (69.7%)."

All of these services in some way touch upon the personnel available at the Homestead Campus. Three of the services that obtained agreement endorsements by 60% or more of students concern Miami-Dade faculty, and indicate that students are satisfied with faculty content mastery, instructional strategies, and availability. In addition, Homestead Campus students rate the staff as accessible, and are satisfied with the

assistance they obtain in improving their study skills. Homestead Campus students appear to be favorable towards the faculty and staff at Miami-Dade.

At least one-fifth of Homestead Campus students disagreed regarding the provision of nine services, two of which were among the top five rated services for the "ideal" college: "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (25.8%), and "a library that meets the students' needs (29.2%)." The remaining seven services were: "a financial aid program that helps make college affordable" (22.4%), "an excellent career counseling program" (21.2%), "an excellent job placement program" (27.3%), "a child care program" (30.3%), "excellent athletic/recreational facilities" (29.2%), "adequate transportation to and from the campus" (33.3%), and "a strong intercollegiate athletic program (27.3%)."

These services reflect the responses of students who may have individualized needs, such as students who need child care and transportation services, and/or students who desire athletic facilities. However, disagreement ratings of greater than 30% strongly suggest that transportation and child care are areas of great concern to Homestead Campus students. Students are also concerned about services that will facilitate their completion of a program, specifically, the flexibility of scheduling coursework and the availability of financial aid. Finally, Homestead Campus students reiterate concerns identified by Miami-Dade students college-wide regarding the availability of resources to pursue vocational counseling and obtain assistance for job placement.

Thirteen services were rated by Homestead Campus students as obtaining mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. Two of these services were among the top five selected by students for their "ideal" college: "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (D=1.27), and "a library that meets the students' needs (D=1.42)."

The remaining 11 services were: "a financial aid program that helps make college affordable" (D=1.08), "an advising program focused on the student's academic and overall

curriculum requirements" (D=1.01), "an excellent career counseling program" (D=1.39), "information about student loans" (D=1.01), "an excellent job placement program" (D=1.56), "cooperative education or work experience for credit" (D=1.00), "programs leading directly to a job" (D=1.34), "a child care program" (D=1.50), "excellent athletic/recreational facilities" (D=1.20), "adequate transportation to and from the campus" (D=1.27), and "a strong intercollegiate athletic program (D=1.04)."

These services reflect a number of concerns articulated earlier by Homestead Campus students. Specifically, students are not totally satisfied with some of the resources at their disposal, including child care programs, course scheduling flexibility, transportation, the library, and athletic/recreational facilities. Students are also concerned about the adequacy of information regarding financial aid and student loans. Finally, Homestead Campus students are reporting similar concerns to those reported by Miami-Dade students college-wide; namely, Homestead Campus students would like to have an adequate career counseling program and cooperative education opportunities that would facilitate students' employability upon program completion.

InterAmerican Center

Results for InterAmerican Center are found in Table 11 and Figures 7a and 7b. Student mean ratings for the "ideal" college ranged from 3.88 to 4.23, while mean ratings for Miami-Dade services ranged from 3.02 ("adequate transportation to and from the campus") to 3.67 (faculty who are up-to-date in their fields"). None of the services obtained a mean rating lower than 3.00 or higher than 4.00.

The highest five services rated by InterAmerican Center students along the "ideal" college continuum were (in descending order): "cooperative education or work experience for credit" (4.23), "a library that meets the students' needs" (4.22), "faculty members who are excellent teachers" (4.21), "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (4.20), and "faculty members who are accessible (4.19)."

Over 60% of InterAmerican Center students agreed they were satisfied with "faculty members who are excellent teachers," one of the five top services selected by students for their "ideal" college. The remaining four "ideal" college services, obtained agreement ratings of less than 60% of InterAmerican Center students.

In addition, at least 60% of students reported they were satisfied with the following five services: "computers and other equipment to support my program" (62.5%), "faculty members who are up-to-date in their fields" (69.2%), "a financial aid program that helps make college affordable" (64.2%), "information about student loans" (66.7%), and "study skills assistance (60%)."

Two of these services address Miami-Dade faculty and indicate that students perceive faculty as knowledgeable about their fields and capable of instructing students effectively. InterAmerican students are also pleased with the availability of learning resources to supplement this instruction, specifically, instructional technology and study skills laboratories. Finally, InterAmerican Center students are satisfied that they have up-to-date and comprehensive information regarding financial aid (including student loans) to expedite the completion of their program at Miami-Dade.

At least one-fifth of InterAmerican Center students disagreed that the center provided 13 services. Of these, three were among the top five services selected by students for their "ideal" college: "a library that meets the students' needs" (32.8%), "faculty members who are excellent teachers" (21.5%), and "a flexible schedule of courses offered at a variety of times throughout the day and during the week (27.7%)." Of these, "faculty members who are excellent teachers," had also received a student agreement rating of 64.6%, suggesting that although a subgroup of students are concerned about the teaching excellence of faculty, the majority of InterAmerican Center students rate the faculty favorably.

The remaining 10 services which obtained disagreement endorsements from at least 20% of students were: "computers and other equipment to support my program" (23.4%),

"an excellent career counseling program" (23.1%), "an excellent job placement program" (21.2%), "an advising program focused on the student's academic and overall curriculum requirements" (21.9%), "programs leading directly to a job" (20.6%), "adequate transportation to and from the campus" (33.3%), "a cultural program in the arts (music, theater, etc.)" (21.2%), "staff members who are accessible" (27%), "a strong intercollegiate athletic program" (25%), and "excellent athletic/recreational facilities" (22.2%).

Several services obtained disagreement ratings by InterAmerican Center students, reflecting a diverse number of areas. As reported by Miami-Dade students college-wide, InterAmerican Center students were concerned about their vocational choices, obtaining guidance in career planning, and placement in a job after program completion. Students also cited a number of services that may be termed "special interest" services reflecting the needs of a sub-group of students, such as the need for athletic and recreational facilities, a child care program, and an arts program. Students also believe they need a greater degree of flexibility in course scheduling and have some concerns about the advising program. It is interesting to note that a minority of students are concerned about the availability of computing resources, as well as the excellence of the faculty, while both these services were identified by at least 60% of InterAmerican Center students as "satisfactory."

Only one service was rated by InterAmerican Center students as obtaining a mean discrepancy of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating, "adequate transportation to and from the campus" (D=1.05). It should be noted that the absence of additional services with discrepancies greater than 1.00 is a positive statement by InterAmerican Center students.

Hialeah Center

Table 12 and Figures 8a and 8b present the results for Hialeah Center. Student mean ratings for the "ideal" college ranged from 4.06 to 4.65. The range of student mean ratings for Miami-Dade services was from 3.03 ("programs leading directly to a job") to 4.07 ("faculty members who are excellent teachers"). Only one Miami-Dade service,

"faculty members who are excellent teachers," obtained a mean rating greater than 4.00; none of the services obtained a mean rating lower than 3.0.

The highest five services rated by Hialeah Center students along the "ideal" college continuum were (in descending order): "a library that meets the students' needs" (4.65), "faculty members who are excellent teachers" (4.64), "computers and other equipment to support my program" (4.62), "a financial aid program that helps make college affordable" (4.60), and "a flexible schedule of courses offered at a variety of times throughout the day and during the week (4.57)."

Over 60% of Hialeah Center students agreed they were satisfied with three of the top five services they identified for their "ideal" college: "faculty who are excellent teachers" (76.6%), "a financial aid program that helps make college affordable" (67%), and "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (68.5%). Fewer than 50% of Hialeah Center students agreed that the Center provided two of the five top "ideal" college services, "a library that meets the students' needs," and "computers and other equipment to support my program." Hialeah Center students appear to believe they have access to excellent faculty members, financial aid to help them complete their programs, and courses offered at convenient times.

At least one-fifth of Hialeah Center students reported they were not satisfied with 16 services, four of which were among the top five "ideal" college services: "a library that meets the students' needs" (33%), "computers and other equipment to support my program" (30.5%), "a financial aid program that helps make college affordable" (21.6%), and "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (20.7%). The first two services obtained disagreement ratings greater than 30%, indicating that nearly one-third of Hialeah Center students were concerned about the effectiveness of these services. In addition, the fact that over 60% of students rated three of these services favorably suggests that a subgroup of Hialeah Center students are concerned about the availability of these services.

The remaining 12 services with disagreement ratings of 20% or more were: "faculty members who are accessible" (22.6%), "staff members who are accessible" (30.1%), "an excellent job placement program" (29.8%), "information about student loans" (22.3%), "an excellent career counseling program" (24.5%), "programs leading directly to a job" (34.1%), "adequate transportation to and from the campus" (25.5%), "a child care program" (28%), "instructional sites near people's homes and businesses" (24.5%), "cooperative education or work experience for credit" (22.6%), "excellent athletic/recreational facilities" (29%), and "a strong intercollegiate athletic program (21.5%)."

The list of services obtaining disagreement ratings by at least 20% of Hialeah Center students was wide and varied. Four services deal with the issues of vocational guidance and employment after program completion, concerns identified by Miami-Dade students college-wide. Several other services appear to reflect the needs of students who have individualized needs, such as the availability of transportation and conveniently located instructional sites, a child care program, and an intercollegiate athletic program. A third set of services are important for the successful completion of a college program, including flexible scheduling and information about availability of financial aid and student loans. Finally, Hialeah Center students are concerned about the availability of supplementary learning resources, such as instructional technology and the library. It should be noted that disagreement ratings of 30% or more of students reflect areas that should be examined more closely by program decision-makers. Of the 12 services listed above, over 30% of Hialeah Center students identified "staff members who are accessible," and "programs leading directly to a job," as concerns.

Thirteen services were rated by Hialeah Center students as obtaining mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. Two were among the top five services rated for their "ideal" college: "a library that meets the students' needs" (D=1.41), and "computers and other equipment to support my program (D=1.31)." The remaining 11 services were: "faculty members who are accessible" (D=1.13), "faculty who are up-to-date in their fields" (D=1.05), "staff members

who are accessible" (D=1.28), "an excellent job placement program" (D=1.32), "information about student loans" (D=1.14), "an excellent career counseling program" (D=1.20), "programs leading directly to a job" (D=1.37), "adequate transportation to and from the campus" (D=1.09), "a child care program" (D=1.23), "cooperative education or work experience for credit" (D=1.13), and "excellent athletic/recreational facilities (D=1.10)."

Examination of this diverse list of services indicates that Hialeah Center students have a number of concerns about the services they are receiving. Four of these services address the areas of vocational counseling and job placement, which were identified by Miami-Dade students college-wide as areas of concern. Several of these services also reflect the concerns of sub-groups of Hialeah Center students who have individualized needs, including the need for a child care program, athletic/recreational facilities, transportation, and the library. The results indicate that Hialeah Center students have some pervasive concerns regarding the utility of services available to them.

## Summary and Conclusions

Four research questions were addressed in this report. Specifically, students identified those services they believed were important to their conception of an "ideal" college. Students then rated their level of satisfaction with these services relative to their Miami-Dade experience. Finally, students provided an indication of their overall satisfaction with Miami-Dade. Three major indices were used to assess student satisfaction with each of the 21 services:

1. at least 60% of students agreed that Miami-Dade provided the service;
2. less than 20% of students disagreed that Miami-Dade provided the service; and
3. a discrepancy of less than 1.00 emerged between student man ratings for the "ideal" college and Miami-Dade.

A random sample of 200 Miami-Dade classes was identified for the study to be representative of the classes offered throughout the entire college. An unusually high return rate of 86% resulted in the collection of 1,595 completed surveys. Students completed several survey items that addressed the demographic composition of the sample. Inspection of demographic indicators for the college-wide sample indicates that the sample was highly representative of the entire college population.

The results indicated that students generally stressed the importance of each of the 21 services they were asked to rate for their ideal college. All 21 services received a mean agreement rating of at least 4.0 which indicates that students "agree" that their ideal college should provide the service. Over 60% of students agreed that Miami-Dade provided the top five services that obtained the highest mean ratings for students' "ideal" college. Additionally, over 60% agreed that M-DCC has "computers and other equipments to support my program" (69.2%), "faculty members who are accessible" (64.1%) and "study skills assistance (60.8%)."

Decision-makers perusing this list of services can identify those services rated most highly by students. The results indicates that students are very satisfied with the caliber of faculty members at Miami-Dade. At least 60% of surveyed students believe the faculty are knowledgeable and informed professionals who utilize effective instructional strategies and make themselves available to students when they need assistance. Students are also satisfied with many of Miami-Dade's supplemental learning resources, including the library, study skills laboratories, and computer resources. Students appear to value these services to promote enhanced learning, and are comparatively satisfied with the availability of these services. Students are also satisfied with Miami-Dade's financial aid and academic advising programs, and are pleased that the college affords them great flexibility in when courses are offered.

An examination of those services that obtained disagreement ratings from at least 20% of students provides insight to decision-makers seeking to improve the quality of service delivery at Miami-Dade. Among the five services rated most highly, at least one-

fifth (20%) of students disagreed that M-DCC provided one service, "a library that meets the students' needs (21.5%)." At least 20% of students disagreed that Miami-Dade provided the following five services: "an excellent career counseling program" (23.1%), "an excellent job placement program" (21.5%), "adequate transportation to and from the campus" (22.1%), "a library that meets the students' needs" (21.5%), and "excellent athletic/recreational facilities (20.7%)."

Two of the services identified by students are related to vocational programming and job placement. These services appear to be important to students who are concerned with the role of their education in securing future employment. Students appear to desire more career guidance and job placement services. Interestingly, one of the services (the library) was also identified as satisfactory by at least 60% of students. It is possible that this service fails to meet the needs of a subgroup of students. That is, some students may believe that the library is inadequate to meet their individualized needs. Students also are dissatisfied with transportation to and from college, and may find that transportation problems impede their ability to pursue a college education.

Students were also asked to rate their overall level of satisfaction with Miami-Dade Community College. Over 85% (n=1,032) of students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. This is a positive finding that is more significant in the context of the high return from the sample, suggesting that the majority of Miami-Dade students are satisfied with their college experience.

Findings were also summarized for each of the five campuses and InterAmerican and Hialeah Centers. Some variation was found among instructional sites. Smaller instructional sites, particularly the centers, had lower ratings than the larger campuses. It appears likely that this is due to these sites' limited flexibility in budgetary expenditures and resources overall. Campus-level trends for larger sites generally mirror those findings obtained at the college-wide level, with several campuses reporting high student ratings

of their faculty, instructional support technology, and supplemental learning resources. By contrast, students at several campuses reported concerns regarding the availability of effective career counseling and job placement programs, vocational education programs, and athletic/recreational facilities.

## Table 1

## Demographics of the Sample Compared to Winter Term Students at Miami-Dade

| | SAMPLE (N=1,595) | | WINTER TERM ENROLLMENT | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| **Course Campus of Respondent** | | | **Headcount by Course Campus** | |
| North | 463 | 29.5% | 16,052 | 29.4% |
| Kendall | 503 | 32.0% | 19,052 | 34.9% |
| Wolfson | 221 | 14.1% | 8,922 | 16.3% |
| Medical Center | 149 | 9.5% | 3,984 | 7.3% |
| Homestead | 68 | 4.3% | 1,075 | 2.0% |
| InterAmerican Center | 69 | 4.4% | 3,311 | 6.1% |
| Hialeah Center | 98 | 6.2% | 2,271 | 4.2% |
| Total | 1,571 | 100.0% | 54,667 | 100.0% |
| **Gender** | | | **Gender** | |
| Male | 606 | 38.2% | 21,884 | 42.4% |
| Female | 981 | 61.8% | 29,683 | 57.6% |
| Total | 1,587 | 100.0% | 51,567 | 100.0% |
| **Ethnicity** | | | **Ethnicity** | |
| White Non-Hispanic | 261 | 16.4% | 9,878 | 19.2% |
| Black Non-Hispanic | 308 | 19.4% | 11,090 | 21.5% |
| Hispanic | 922 | 58.1% | 29,523 | 57.3% |
| Other | 97 | 6.1% | 1,076 | 2.1% |
| Total | 1,588 | 100.0% | 51,567 | 100.0% |
| **Age** | | | **Age** | |
| 19 years or younger | 355 | 22.3% | 11,860 | 23.0% |
| 20 - 25 years | 682 | 42.8% | 20,433 | 39.6% |
| 26 - 30 years | 227 | 14.3% | 7,139 | 13.8% |
| 31 years or older | 328 | 20.6% | 12,135 | 23.5% |
| Total | 1,592 | 100.0% | 51,567 | 100.0% |
| **Type of M-DCC Degree and/or Certificate Sought by Respondents** | | | **Type of M-DCC Degree and/or Certificate Sought by Respondents** | |
| Associate in Arts | 991 | 59.1% | 32,704 | 59.9% |
| Associate in Science | 457 | 27.3% | 12,924 | 23.7% |
| Vocational Certificate | 28 | 1.7% | 3,035 | 5.6% |
| Planned Certificate | 14 | 0.8% | 53 | 0.1% |
| Other | 55 | 3.3% | 0 | 0.0% |
| Not Seeking a Degree | 131 | 7.8% | 5,886 | 10.8% |
| Total* | 1,676 | 100.0% | 54,602 | 100.0% |
| **Number of Credits Completed by Respondents** | | | **Number of Credits Completed by Respondents** | |
| None | 130 | 8.2% | 6,303 | 12.2% |
| 1 - 15 | 335 | 21.2% | 11,583 | 22.5% |
| 16 - 30 | 332 | 21.0% | 8,084 | 15.7% |
| 31 - 45 | 278 | 17.6% | 7,688 | 14.9% |
| 46 - 60 | 272 | 17.2% | 6,180 | 12.0% |
| More Than 60 | 232 | 14.7% | 11,729 | 22.7% |
| Total | 1,579 | 100.0% | 51,567 | 100.0% |
| **Enrollment Status** | | | **Enrollment Status** | |
| Full-Time | 1,012 | 63.7% | 17,025 | 33.0% |
| Part-Time | 576 | 36.3% | 34,542 | 67.0% |
| Total | 1,588 | 100.0% | 51,567 | 100.0% |

*81 students reported they were seeking more than one degree and/or certificate.

## Table 2

### Additional Characteristics of the Sample

| | Number | Percent |
|---|---|---|
| **Enrollment Status** | | |
| Day | 1,077 | 68.6% |
| Evening | 494 | 31.4% |
| Total | 1,571 | 100.0% |
| **College Preparatory Coursework Taken** | | |
| College Preparatory | 525 | 32.9% |
| English as a Second Language | 246 | 15.4% |
| Both | 174 | 10.9% |
| Neither | 650 | 40.8% |
| Total | 1,595 | 100.0% |
| **Highest Degree Sought by Respondents** | | |
| Vocational Certificate | 36 | 2.3% |
| Associate Degree | 202 | 12.9% |
| Bachelor's | 492 | 31.5% |
| Master's or higher | 793 | 50.8% |
| Not Seeking a Degree | 39 | 2.5% |
| Total | 1,562 | 100.0% |
| **Employment Status of Respondents (Number of Hours Employed)** | | |
| None | 283 | 17.8% |
| 1 - 10 | 117 | 7.4% |
| 11 - 20 | 286 | 18.0% |
| 21 - 40 | 647 | 40.8% |
| More Than 40 | 253 | 16.0% |
| Total | 1,586 | 100.0% |

**Table 3**

**Breakdown of Respondents by Campus/Center and Type of Degree Declaration**

| Campus/Center | Associate in Arts | Associate in Science | Vocational Certificate | Planned Certificate | Total |
|---|---|---|---|---|---|
| North | 300 | 136 | 6 | 1 | 443 |
| Kendall | 378 | 83 | 5 | 4 | 470 |
| Wolfson | 141 | 59 | 1 | 1 | 202 |
| Medical Center | 51 | 97 | 4 | 1 | 153 |
| Homestead | 48 | 11 | 0 | 4 | 63 |
| InterAmerican | 30 | 31 | 2 | 1 | 64 |
| Hialeah | 35 | 34 | 10 | 2 | 81 |
| Other | 1 | 1 | 0 | 0 | 2 |
| Total | 984 * | 452 * | 28 | 14 | 1,478 |

* Seven A.A. students and five A.S. students did not identify a campus.

## Table 4

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

### College-Wide

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **A Library That Meets the Students' Needs** | | | | | | | | | |
| Ideal College | 106 | 7.0% | 21 | 1.4% | 1,395 | 91.7% | 1,522 | 100.0% | 4.60 |
| M-DCC | 330 | **21.5%** | 191 | 12.5% | 1,012 | **66.0%** | 1,533 | 100.0% | 3.62 |
| Difference | | -14.6 | | -11.1 | | 25.6 | | | 0.98 |
| **Faculty Members Who Are Excellent Teachers** | | | | | | | | | |
| Ideal College | 100 | 6.6% | 26 | 1.7% | 1,393 | 91.7% | 1,519 | 100.0% | 4.59 |
| M-DCC | 249 | 16.2% | 244 | 15.9% | 1,042 | **67.9%** | 1,535 | 100.0% | 3.72 |
| Difference | | -9.6 | | -14.2 | | 23.8 | | | 0.87 |
| **Faculty Who Are Up-to-Date in Their Fields** | | | | | | | | | |
| Ideal College | 106 | 7.0% | 26 | 1.7% | 1,378 | 91.3% | 1,510 | 100.0% | 4.58 |
| M-DCC | 211 | 13.7% | 294 | 19.1% | 1,032 | **67.1%** | 1,537 | 100.0% | 3.74 |
| Difference | | -6.7 | | -17.4 | | 24.1 | | | 0.84 |
| **A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week** | | | | | | | | | |
| Ideal College | 109 | 7.2% | 19 | 1.3% | 1,391 | 91.6% | 1,519 | 100.0% | 4.57 |
| M-DCC | 290 | 18.9% | 144 | 9.4% | 1,104 | **71.8%** | 1,538 | 100.0% | 3.78 |
| Difference | | -11.7 | | -8.1 | | 19.8 | | | 0.79 |
| **A Financial Aid Program That Helps Make College Affordable** | | | | | | | | | |
| Ideal College | 123 | 8.1% | 10 | 0.7% | 1,386 | 91.2% | 1,519 | 100.0% | 4.56 |
| M-DCC | 277 | 17.8% | 305 | 19.7% | 970 | **62.5%** | 1,552 | 100.0% | 3.66 |
| Difference | | -9.8 | | -19.0 | | 28.7 | | | 0.90 |
| **Computers and Other Equipment to Support My Program** | | | | | | | | | |
| Ideal College | 106 | 7.0% | 28 | 1.8% | 1,382 | 91.2% | 1,516 | 100.0% | 4.54 |
| M-DCC | 223 | 14.5% | 251 | 16.3% | 1,067 | **69.2%** | 1,541 | 100.0% | 3.76 |
| Difference | | -7.5 | | -14.4 | | 21.9 | | | 0.78 |
| **An Excellent Career Counseling Program** | | | | | | | | | |
| Ideal College | 108 | 7.1% | 31 | 2.0% | 1,385 | 90.9% | 1,524 | 100.0% | 4.51 |
| M-DCC | 354 | **23.1%** | 471 | 30.8% | 705 | 46.1% | 1,530 | 100.0% | 3.29 |
| Difference | | -16.1 | | -28.8 | | 44.8 | | | **1.22** |
| **An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements** | | | | | | | | | |
| Ideal College | 107 | 7.0% | 35 | 2.3% | 1,380 | 90.7% | 1,522 | 100.0% | 4.50 |
| M-DCC | 305 | 19.9% | 317 | 20.7% | 912 | 59.5% | 1,534 | 100.0% | 3.54 |
| Difference | | -12.9 | | -18.4 | | 31.2 | | | 0.96 |
| **Faculty Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 102 | 6.7% | 48 | 3.2% | 1,367 | 90.1% | 1,517 | 100.0% | 4.49 |
| M-DCC | 263 | 17.2% | 287 | 18.7% | 982 | **64.1%** | 1,532 | 100.0% | 3.63 |
| Difference | | -10.4 | | -15.6 | | 26.0 | | | 0.86 |
| **Information About Student Loans** | | | | | | | | | |
| Ideal College | 112 | 7.4% | 31 | 2.0% | 1,378 | 90.6% | 1,521 | 100.0% | 4.48 |
| M-DCC | 259 | 16.7% | 384 | 24.8% | 906 | 58.5% | 1,549 | 100.0% | 3.56 |
| Difference | | -9.4 | | -22.8 | | 32.1 | | | 0.92 |
| **An Excellent Job Placement Program** | | | | | | | | | |
| Ideal College | 113 | 7.4% | 50 | 3.3% | 1,362 | 89.3% | 1,525 | 100.0% | 4.47 |
| M-DCC | 328 | **21.5%** | 703 | 46.0% | 496 | 32.5% | 1,527 | 100.0% | 3.14 |
| Difference | | -14.1 | | -42.8 | | 56.8 | | | **1.33** |

## Table 4
## (continued)
## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
## College-Wide

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **Staff Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 107 | 7.1% | 55 | 3.6% | 1,355 | 89.3% | 1,517 | 100.0% | 4.46 |
| M-DCC | 303 | 19.9% | 310 | 20.4% | 908 | 59.7% | 1,521 | 100.0% | 3.52 |
| Difference | | -12.9 | | -16.8 | | 29.6 | | | 0.94 |
| **Programs Leading Directly to a Job** | | | | | | | | | |
| Ideal College | 106 | 7.0% | 65 | 4.3% | 1,350 | 88.8% | 1,521 | 100.0% | 4.44 |
| M-DCC | 303 | 19.9% | 660 | 43.4% | 557 | 36.6% | 1,520 | 100.0% | 3.23 |
| Difference | | -13.0 | | -39.1 | | 52.1 | | | **1.21** |
| **Study Skills Assistance** | | | | | | | | | |
| Ideal College | 109 | 7.2% | 55 | 3.6% | 1,355 | 89.2% | 1,519 | 100.0% | 4.43 |
| M-DCC | 224 | 14.6% | 378 | 24.6% | 933 | **60.8%** | 1,535 | 100.0% | 3.62 |
| Difference | | -7.4 | | -21.0 | | 28.4 | | | 0.81 |
| **Cooperative Education or Work Experience for Credit** | | | | | | | | | |
| Ideal College | 114 | 7.5% | 88 | 5.8% | 1,315 | 86.7% | 1,517 | 100.0% | 4.36 |
| M-DCC | 232 | 15.3% | 638 | 42.0% | 650 | 42.8% | 1,520 | 100.0% | 3.38 |
| Difference | | -7.7 | | -36.2 | | 43.9 | | | 0.98 |
| **A Cultural Program in the Arts (Music, Theater, etc.)** | | | | | | | | | |
| Ideal College | 108 | 7.1% | 144 | 9.5% | 1,263 | 83.4% | 1,515 | 100.0% | 4.22 |
| M-DCC | 169 | 11.1% | 447 | 29.3% | 912 | 59.7% | 1,528 | 100.0% | 3.64 |
| Difference | | -3.9 | | -19.7 | | 23.7 | | | 0.58 |
| **Adequate Transportation to and from the Campus** | | | | | | | | | |
| Ideal College | 137 | 9.0% | 159 | 10.5% | 1,222 | 80.5% | 1,518 | 100.0% | 4.22 |
| M-DCC | 337 | **22.1%** | 524 | 34.4% | 661 | 43.4% | 1,522 | 100.0% | 3.29 |
| Difference | | -13.1 | | -24.0 | | 37.1 | | | 0.93 |
| **Excellent Athletic/Recreational Facilities** | | | | | | | | | |
| Ideal College | 131 | 8.7% | 141 | 9.3% | 1,242 | 82.0% | 1,514 | 100.0% | 4.19 |
| M-DCC | 315 | **20.7%** | 514 | 33.8% | 692 | 45.5% | 1,521 | 100.0% | 3.30 |
| Difference | | -12.1 | | -24.5 | | 36.5 | | | 0.89 |
| **A Child Care Program** | | | | | | | | | |
| Ideal College | 131 | 8.6% | 179 | 11.7% | 1,215 | 79.7% | 1,525 | 100.0% | 4.19 |
| M-DCC | 286 | 18.8% | 702 | 46.1% | 535 | 35.1% | 1,523 | 100.0% | 3.21 |
| Difference | | -10.2 | | -34.4 | | 44.5 | | | 0.98 |
| **A Strong Intercollegiate Athletic Program** | | | | | | | | | |
| Ideal College | 142 | 9.3% | 209 | 13.8% | 1,169 | 76.9% | 1,520 | 100.0% | 4.09 |
| M-DCC | 295 | 19.4% | 665 | 43.7% | 562 | 36.9% | 1,522 | 100.0% | 3.20 |
| Difference | | -10.0 | | -29.9 | | 40.0 | | | 0.89 |
| **Instructional Sites Near People's Homes and Businesses** | | | | | | | | | |
| Ideal College | 141 | 9.3% | 228 | 15.1% | 1,140 | 75.5% | 1,509 | 100.0% | 4.09 |
| M-DCC | 220 | 14.4% | 589 | 38.6% | 716 | 47.0% | 1,525 | 100.0% | 3.45 |
| Difference | | -5.1 | | -23.5 | | 28.6 | | | 0.64 |



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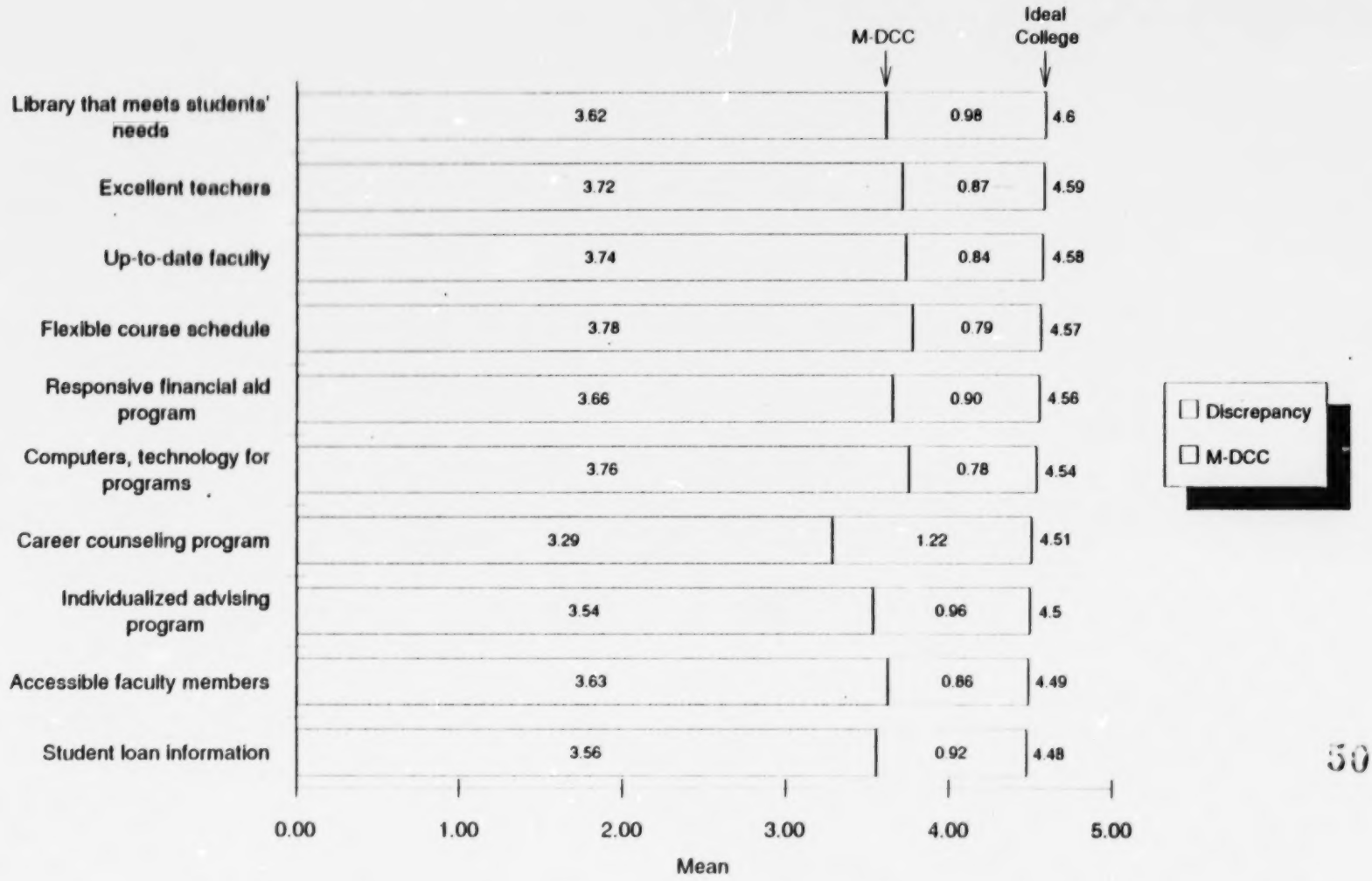
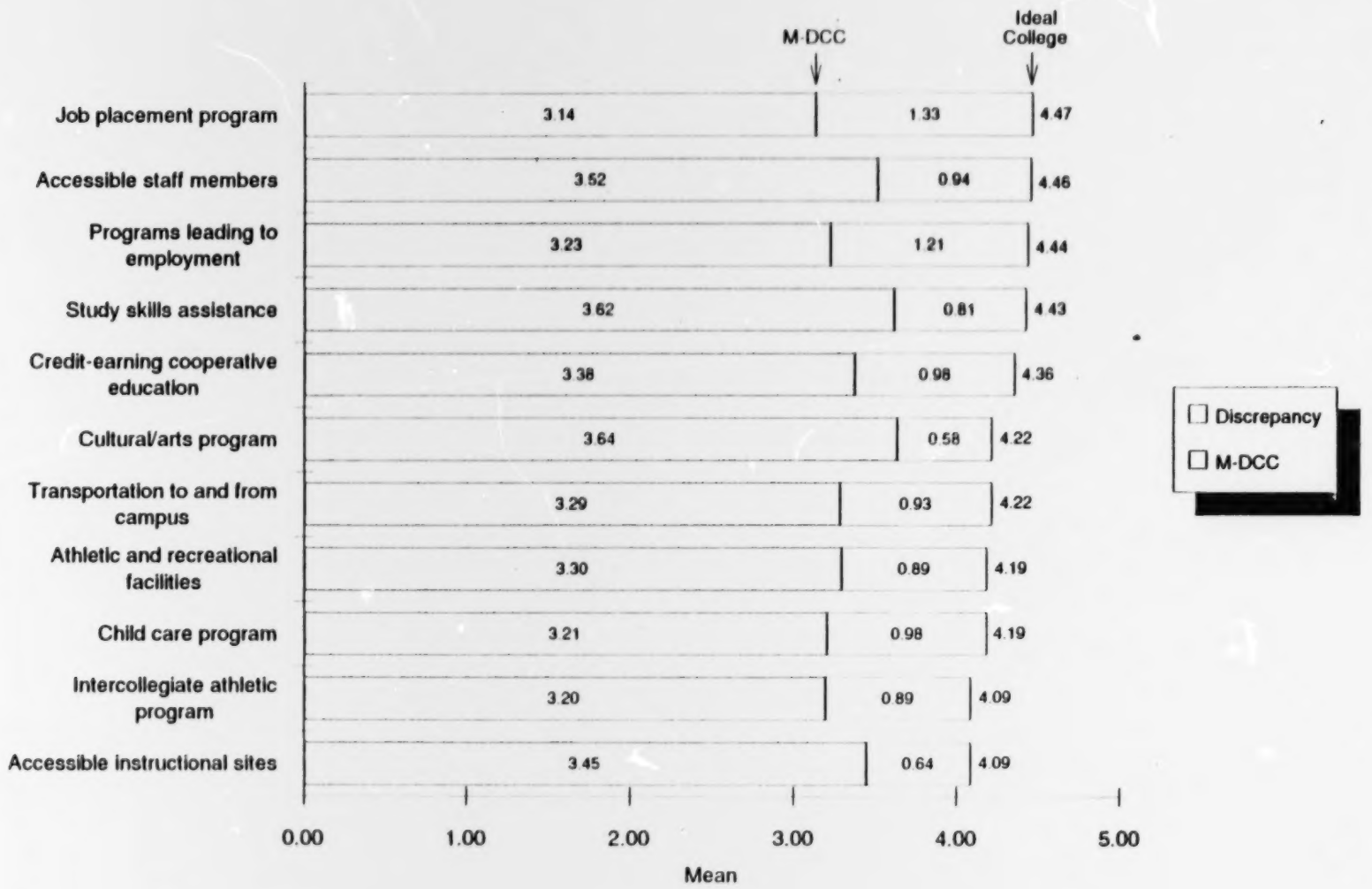
# Figure 1a. Mean Rank of Top 10 Services - College-Wide



## Figure 1b. Mean of Services Ranked 11-21 - College-Wide



## Table 5

### Student Responses to the Question "How Satisfied Are You With Miami-Dade Community College?"

### College-Wide and by Campus/Center

### (N=1,207)

| | Response | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Dissatisfied | | Somewhat Dissatisfied | | Indifferent | | Somewhat Satisfied | | Very Satisfied | | | |
| Campus | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Total | Mean |
| North | 7 | 2.0% | 31 | 8.8% | 24 | 6.8% | 195 | 55.6% | 94 | 26.8% | 351 | 3.96 |
| Kendall | 5 | 1.3% | 18 | 4.7% | 26 | 6.8% | 231 | 60.3% | 103 | 26.9% | 383 | 4.07 |
| Wolfson | 1 | 0.6% | 10 | 5.7% | 10 | 5.7% | 106 | 60.9% | 47 | 27.0% | 174 | 4.08 |
| Medical Center | 2 | 1.8% | 5 | 4.5% | 5 | 4.5% | 59 | 52.7% | 41 | 36.6% | 112 | 4.18 |
| Homestead | 1 | 1.8% | 4 | 7.1% | 6 | 10.7% | 29 | 51.8% | 16 | 28.6% | 56 | 3.98 |
| InterAmerican | 1 | 1.8% | 1 | 1.8% | 4 | 7.3% | 22 | 40.0% | 27 | 49.1% | 55 | 4.33 |
| Hialeah | 5 | 6.6% | 7 | 9.2% | 2 | 2.6% | 45 | 59.2% | 17 | 22.4% | 76 | 3.82 |
| College-Wide | 22 | 1.8% | 76 | 6.3% | 77 | 6.4% | 687 | 56.9% | 345 | 28.6% | 1,207 | 4.04 |



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## Table 6

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

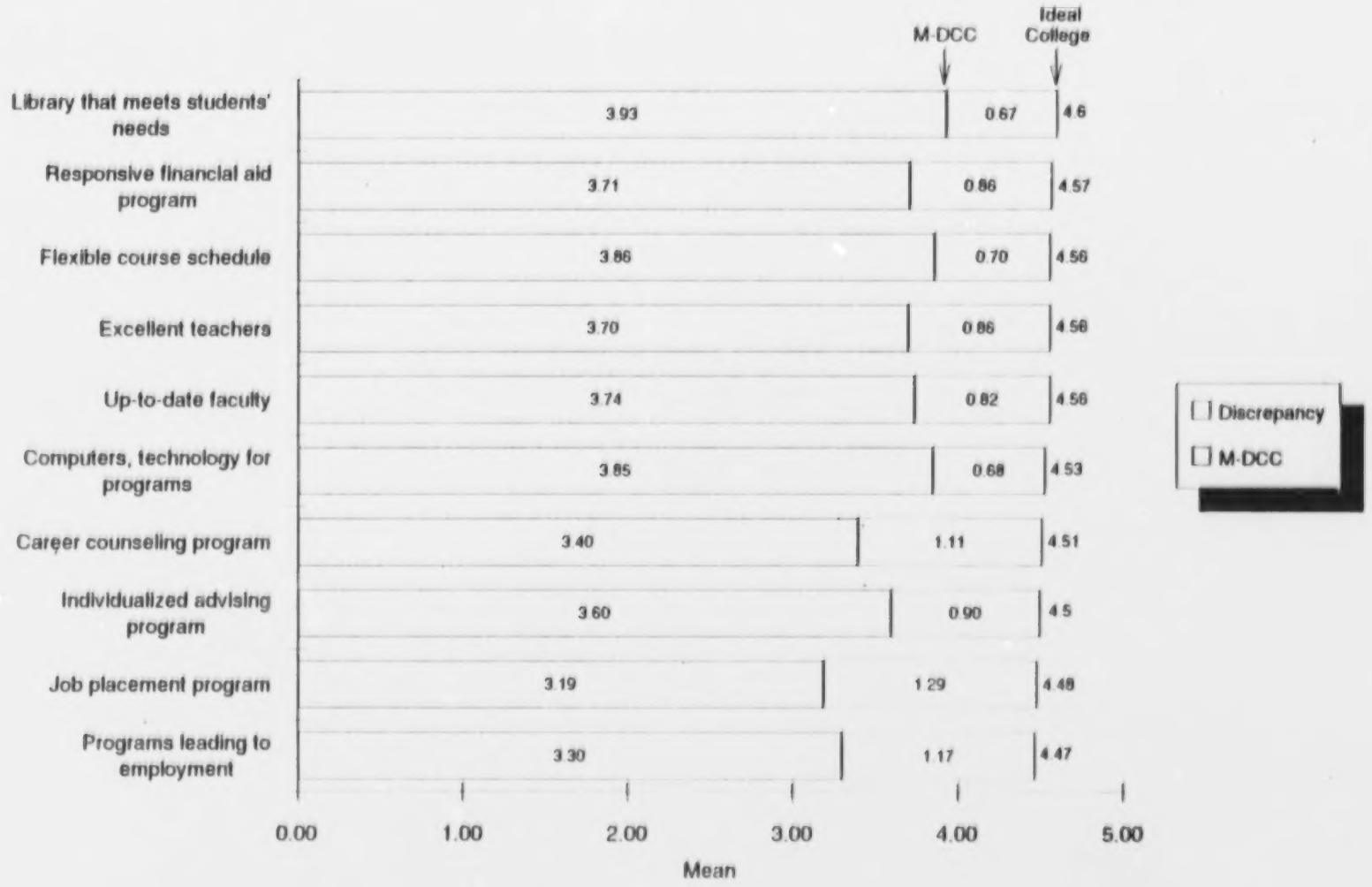
## North Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **A Library That Meets the Students' Needs** | | | | | | | | | |
| Ideal College | 29 | 6.5% | 7 | 1.6% | 407 | 91.9% | 443 | 100.0% | 4.60 |
| M-DCC | 58 | 12.8% | 49 | 10.8% | 345 | **76.3%** | 452 | 100.0% | 3.93 |
| Difference | | -6.3 | | -9.3 | | 15.5 | | | 0.67 |
| **A Financial Aid Program That Helps Make College Affordable** | | | | | | | | | |
| Ideal College | 36 | 8.1% | 2 | 0.5% | 404 | 91.4% | 442 | 100.0% | 4.57 |
| M-DCC | 81 | 17.9% | 82 | 18.1% | 289 | **63.9%** | 452 | 100.0% | 3.71 |
| Difference | | -9.8 | | -17.7 | | 27.5 | | | 0.86 |
| **A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week** | | | | | | | | | |
| Ideal College | 32 | 7.3% | 6 | 1.4% | 403 | 91.4% | 441 | 100.0% | 4.56 |
| M-DCC | 82 | 18.1% | 44 | 9.7% | 326 | **72.1%** | 452 | 100.0% | 3.86 |
| Difference | | -10.9 | | -8.4 | | 19.3 | | | 0.70 |
| **Faculty Members Who Are Excellent Teachers** | | | | | | | | | |
| Ideal College | 32 | 7.2% | 7 | 1.6% | 403 | 91.2% | 442 | 100.0% | 4.56 |
| M-DCC | 74 | 16.4% | 78 | 17.3% | 299 | **66.3%** | 451 | 100.0% | 3.70 |
| Difference | | -9.2 | | -15.7 | | 24.9 | | | 0.86 |
| **Faculty Who Are Up-to-Date in Their Fields** | | | | | | | | | |
| Ideal College | 31 | 7.0% | 11 | 2.5% | 399 | 90.5% | 441 | 100.0% | 4.56 |
| M-DCC | 62 | 13.7% | 93 | 20.6% | 296 | **65.6%** | 451 | 100.0% | 3.74 |
| Difference | | -6.7 | | -18.1 | | 24.8 | | | 0.82 |
| **Computers and Other Equipment to Support My Program** | | | | | | | | | |
| Ideal College | 28 | 6.4% | 13 | 3.0% | 399 | 90.7% | 440 | 100.0% | 4.53 |
| M-DCC | 57 | 12.6% | 76 | 16.8% | 319 | **70.6%** | 452 | 100.0% | 3.85 |
| Difference | | -6.2 | | -13.9 | | 20.1 | | | 0.68 |
| **An Excellent Career Counseling Program** | | | | | | | | | |
| Ideal College | 30 | 6.8% | 7 | 1.6% | 405 | 91.6% | 442 | 100.0% | 4.51 |
| M-DCC | 90 | **20.0%** | 135 | 30.0% | 225 | 50.0% | 450 | 100.0% | 3.40 |
| Difference | | -13.2 | | -28.4 | | 41.6 | | | **1.11** |
| **An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements** | | | | | | | | | |
| Ideal College | 33 | 7.5% | 9 | 2.0% | 399 | 90.5% | 441 | 100.0% | 4.50 |
| M-DCC | 83 | 18.4% | 94 | 20.8% | 274 | **60.8%** | 451 | 100.0% | 3.60 |
| Difference | | -10.9 | | -18.8 | | 29.7 | | | 0.90 |
| **An Excellent Job Placement Program** | | | | | | | | | |
| Ideal College | 31 | 7.0% | 12 | 2.7% | 399 | 90.3% | 442 | 100.0% | 4.48 |
| M-DCC | 92 | **20.5%** | 211 | 47.1% | 145 | 32.4% | 448 | 100.0% | 3.19 |
| Difference | | -13.5 | | -44.4 | | 57.9 | | | **1.29** |
| **Programs Leading Directly to a Job** | | | | | | | | | |
| Ideal College | 27 | 6.1% | 21 | 4.7% | 395 | 89.2% | 443 | 100.0% | 4.47 |
| M-DCC | 79 | 17.7% | 197 | 44.2% | 170 | 38.1% | 446 | 100.0% | 3.30 |
| Difference | | -11.6 | | -39.4 | | 51.0 | | | **1.17** |
| **Study Skills Assistance** | | | | | | | | | |
| Ideal College | 29 | 6.6% | 11 | 2.5% | 400 | 90.9% | 440 | 100.0% | 4.46 |
| M-DCC | 66 | 14.7% | 107 | 23.8% | 277 | **61.6%** | 450 | 100.0% | 3.65 |
| Difference | | -8.1 | | -21.3 | | 29.4 | | | 0.81 |

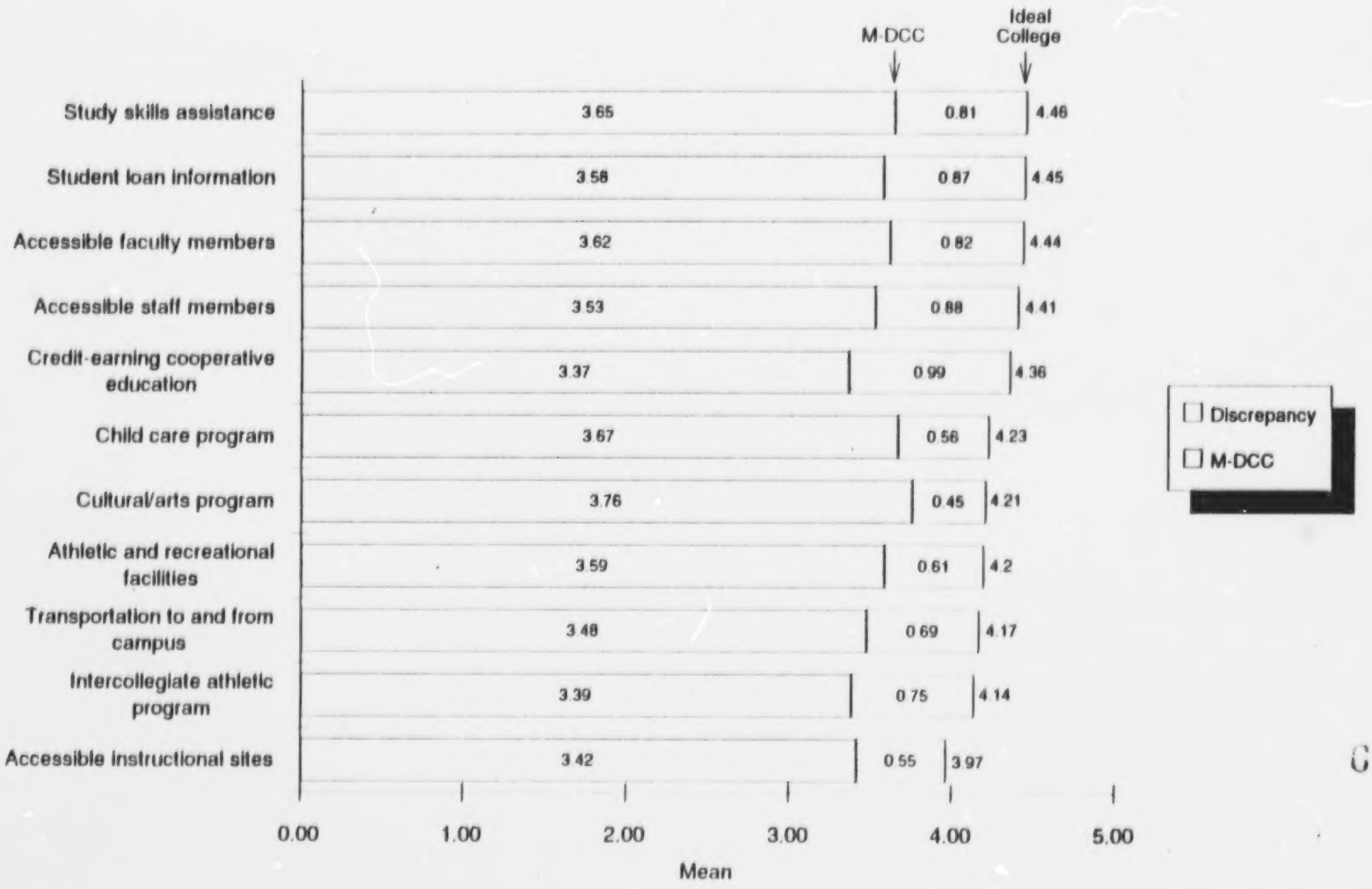
## Table 6
## (continued)
## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
## North Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **Information About Student Loans** | | | | | | | | | |
| Ideal College | 33 | 7.5% | 11 | 2.5% | 397 | 90.0% | 441 | 100.0% | 4.45 |
| M-DCC | 85 | 18.7% | 106 | 23.3% | 264 | 58.0% | 455 | 100.0% | 3.58 |
| Difference | | -11.2 | | -20.8 | | 32.0 | | | 0.87 |
| **Faculty Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 30 | 6.8% | 21 | 4.8% | 390 | 88.4% | 441 | 100.0% | 4.44 |
| M-DCC | 80 | 17.7% | 82 | 18.2% | 289 | 64.1% | 451 | 100.0% | 3.62 |
| Difference | | -10.9 | | -13.4 | | 24.4 | | | 0.82 |
| **Staff Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 31 | 7.0% | 20 | 4.5% | 390 | 88.4% | 441 | 100.0% | 4.41 |
| M-DCC | 86 | 19.2% | 95 | 21.2% | 268 | 59.7% | 449 | 100.0% | 3.53 |
| Difference | | -12.1 | | -16.6 | | 28.7 | | | 0.88 |
| **Cooperative Education or Work Experience for Credit** | | | | | | | | | |
| Ideal College | 33 | 7.5% | 25 | 5.7% | 384 | 86.9% | 442 | 100.0% | 4.36 |
| M-DCC | 64 | 14.3% | 201 | 45.0% | 182 | 40.7% | 447 | 100.0% | 3.37 |
| Difference | | -6.9 | | -39.3 | | 46.2 | | | 0.99 |
| **A Child Care Program** | | | | | | | | | |
| Ideal College | 36 | 8.1% | 42 | 9.5% | 365 | 82.4% | 443 | 100.0% | 4.23 |
| M-DCC | 52 | 11.6% | 146 | 32.5% | 251 | 55.9% | 449 | 100.0% | 3.67 |
| Difference | | -3.5 | | -23.0 | | 26.5 | | | 0.56 |
| **A Cultural Program in the Arts (Music, Theater, etc.)** | | | | | | | | | |
| Ideal College | 31 | 7.0% | 39 | 8.8% | 372 | 84.2% | 442 | 100.0% | 4.21 |
| M-DCC | 37 | 8.3% | 126 | 28.1% | 285 | 63.6% | 448 | 100.0% | 3.76 |
| Difference | | -1.2 | | -19.3 | | 20.5 | | | 0.45 |
| **Excellent Athletic/Recreational Facilities** | | | | | | | | | |
| Ideal College | 41 | 9.4% | 33 | 7.5% | 364 | 83.1% | 438 | 100.0% | 4.20 |
| M-DCC | 64 | 14.2% | 123 | 27.3% | 263 | 58.4% | 450 | 100.0% | 3.59 |
| Difference | | -4.9 | | -19.8 | | 24.7 | | | 0.61 |
| **Adequate Transportation to and from the Campus** | | | | | | | | | |
| Ideal College | 44 | 10.0% | 51 | 11.5% | 347 | 78.5% | 442 | 100.0% | 4.17 |
| M-DCC | 75 | 16.7% | 148 | 32.9% | 227 | 50.4% | 450 | 100.0% | 3.48 |
| Difference | | -6.7 | | -21.4 | | 28.1 | | | 0.69 |
| **A Strong Intercollegiate Athletic Program** | | | | | | | | | |
| Ideal College | 34 | 7.7% | 60 | 13.6% | 346 | 78.6% | 440 | 100.0% | 4.14 |
| M-DCC | 73 | 16.3% | 174 | 38.9% | 200 | 44.7% | 447 | 100.0% | 3.39 |
| Difference | | -8.6 | | -25.3 | | 33.9 | | | 0.75 |
| **Instructional Sites Near People's Homes and Businesses** | | | | | | | | | |
| Ideal College | 49 | 11.1% | 79 | 18.0% | 312 | 70.9% | 440 | 100.0% | 3.97 |
| M-DCC | 62 | 13.9% | 187 | 41.8% | 198 | 44.3% | 447 | 100.0% | 3.42 |
| Difference | | -2.7 | | -23.9 | | 26.6 | | | 0.55 |

## Figure 2a. Mean Rank of Top 10 Services - North Campus



# Figure 2b. Mean of Services Ranked 11-21 - North Campus










1/31/94

SVCS M H I Chart 2

## Table 7

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

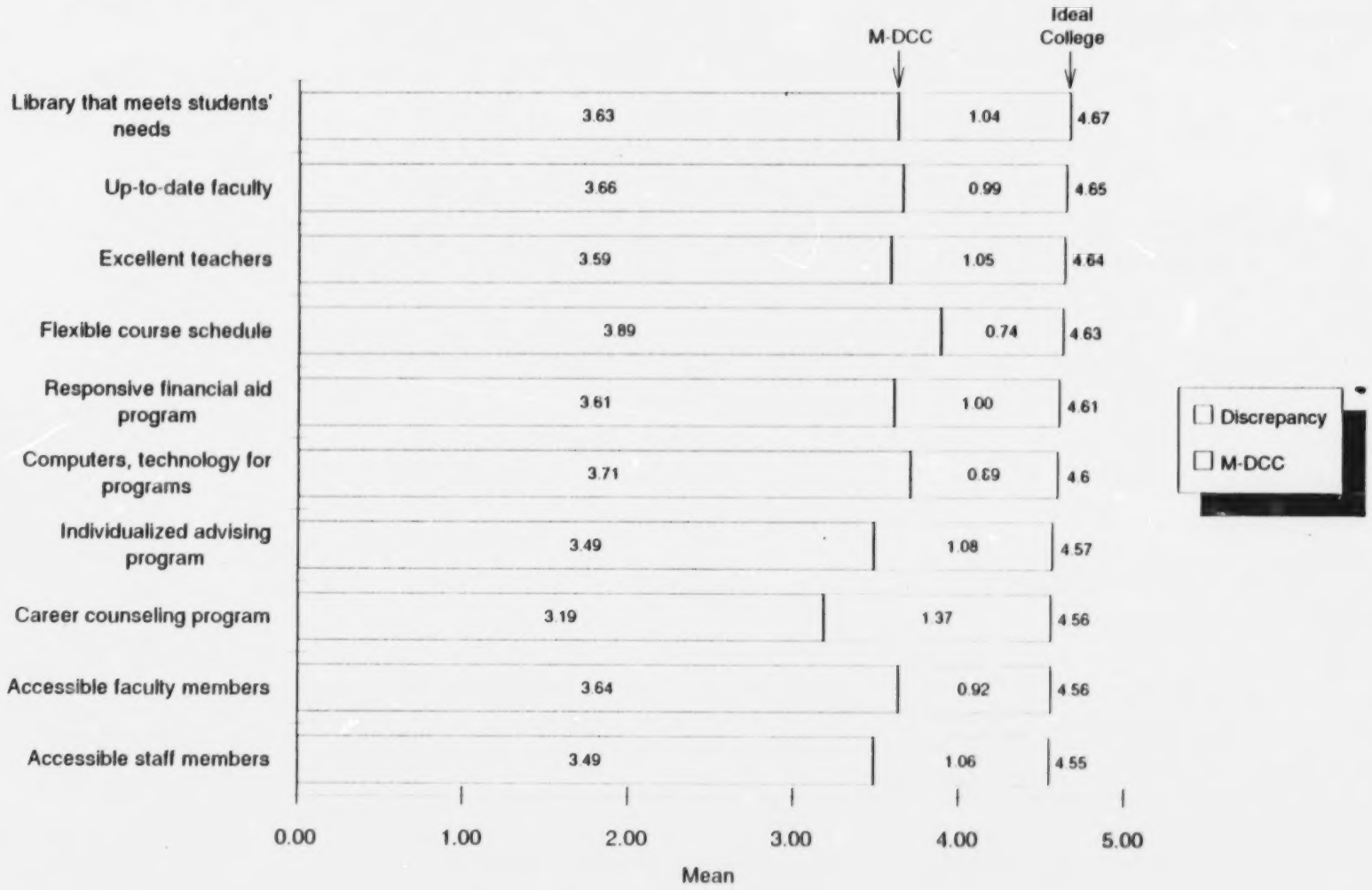
## Kendall Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **A Library That Meets the Students' Needs** | | | | | | | | | |
| Ideal College | 28 | 5.7% | 6 | 1.2% | 454 | 93.0% | 488 | 100.0% | 4.67 |
| M-DCC | 105 | **21.4%** | 47 | 9.6% | 338 | **69.0%** | 490 | 100.0% | 3.63 |
| Difference | | -15.7 | | -8.4 | | 24.1 | | | **1.04** |
| **Faculty Who Are Up-to-Date in Their Fields** | | | | | | | | | |
| Ideal College | 29 | 6.0% | 5 | 1.0% | 450 | 93.0% | 484 | 100.0% | 4.65 |
| M-DCC | 69 | 14.1% | 94 | 19.2% | 326 | **66.7%** | 489 | 100.0% | 3.66 |
| Difference | | -8.1 | | -18.2 | | 26.3 | | | 0.99 |
| **Faculty Members Who Are Excellent Teachers** | | | | | | | | | |
| Ideal College | 26 | 5.3% | 9 | 1.8% | 453 | 92.8% | 488 | 100.0% | 4.64 |
| M-DCC | 91 | 18.6% | 83 | 17.0% | 315 | **64.4%** | 489 | 100.0% | 3.59 |
| Difference | | -13.3 | | -15.1 | | 28.4 | | | **1.05** |
| **A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week** | | | | | | | | | |
| Ideal College | 30 | 6.1% | 4 | 0.8% | 455 | 93.0% | 489 | 100.0% | 4.63 |
| M-DCC | 75 | 15.3% | 35 | 7.1% | 381 | **77.6%** | 491 | 100.0% | 3.89 |
| Difference | | -9.1 | | -6.3 | | 15.5 | | | 0.74 |
| **A Financial Aid Program That Helps Make College Affordable** | | | | | | | | | |
| Ideal College | 32 | 6.6% | 4 | 0.8% | 451 | 92.6% | 487 | 100.0% | 4.61 |
| M-DCC | 86 | 17.4% | 105 | 21.3% | 302 | **61.3%** | 493 | 100.0% | 3.61 |
| Difference | | -10.9 | | -20.5 | | 31.4 | | | **1.00** |
| **Computers and Other Equipment to Support My Program** | | | | | | | | | |
| Ideal College | 29 | 5.9% | 8 | 1.6% | 451 | 92.4% | 488 | 100.0% | 4.60 |
| M-DCC | 69 | 14.0% | 90 | 18.3% | 333 | **67.7%** | 492 | 100.0% | 3.71 |
| Difference | | -8.1 | | -16.7 | | 24.7 | | | 0.89 |
| **An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements** | | | | | | | | | |
| Ideal College | 27 | 5.5% | 7 | 1.4% | 453 | 93.0% | 487 | 100.0% | 4.57 |
| M-DCC | 110 | **22.4%** | 92 | 18.8% | 288 | 58.8% | 490 | 100.0% | 3.49 |
| Difference | | -16.9 | | -17.3 | | 34.2 | | | **1.08** |
| **An Excellent Career Counseling Program** | | | | | | | | | |
| Ideal College | 30 | 6.2% | 8 | 1.6% | 449 | 92.2% | 487 | 100.0% | 4.56 |
| M-DCC | 129 | **26.3%** | 151 | 30.8% | 211 | 43.0% | 491 | 100.0% | 3.19 |
| Difference | | -20.1 | | -29.1 | | 49.2 | | | **1.37** |
| **Faculty Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 26 | 5.3% | 12 | 2.5% | 451 | 92.2% | 489 | 100.0% | 4.56 |
| M-DCC | 77 | 15.7% | 87 | 17.8% | 325 | **66.5%** | 489 | 100.0% | 3.64 |
| Difference | | -10.4 | | -15.3 | | 25.8 | | | 0.92 |
| **Staff Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 27 | 5.5% | 15 | 3.1% | 446 | 91.4% | 488 | 100.0% | 4.55 |
| M-DCC | 94 | 19.3% | 103 | 21.1% | 290 | 59.5% | 487 | 100.0% | 3.49 |
| Difference | | -13.8 | | -18.1 | | 31.8 | | | **1.06** |
| **Information About Student Loans** | | | | | | | | | |
| Ideal College | 31 | 6.4% | 9 | 1.8% | 448 | 91.8% | 488 | 100.0% | 4.53 |
| M-DCC | 80 | 16.3% | 129 | 26.3% | 281 | 57.3% | 490 | 100.0% | 3.54 |
| Difference | | -10.0 | | -24.5 | | 34.5 | | | 0.99 |

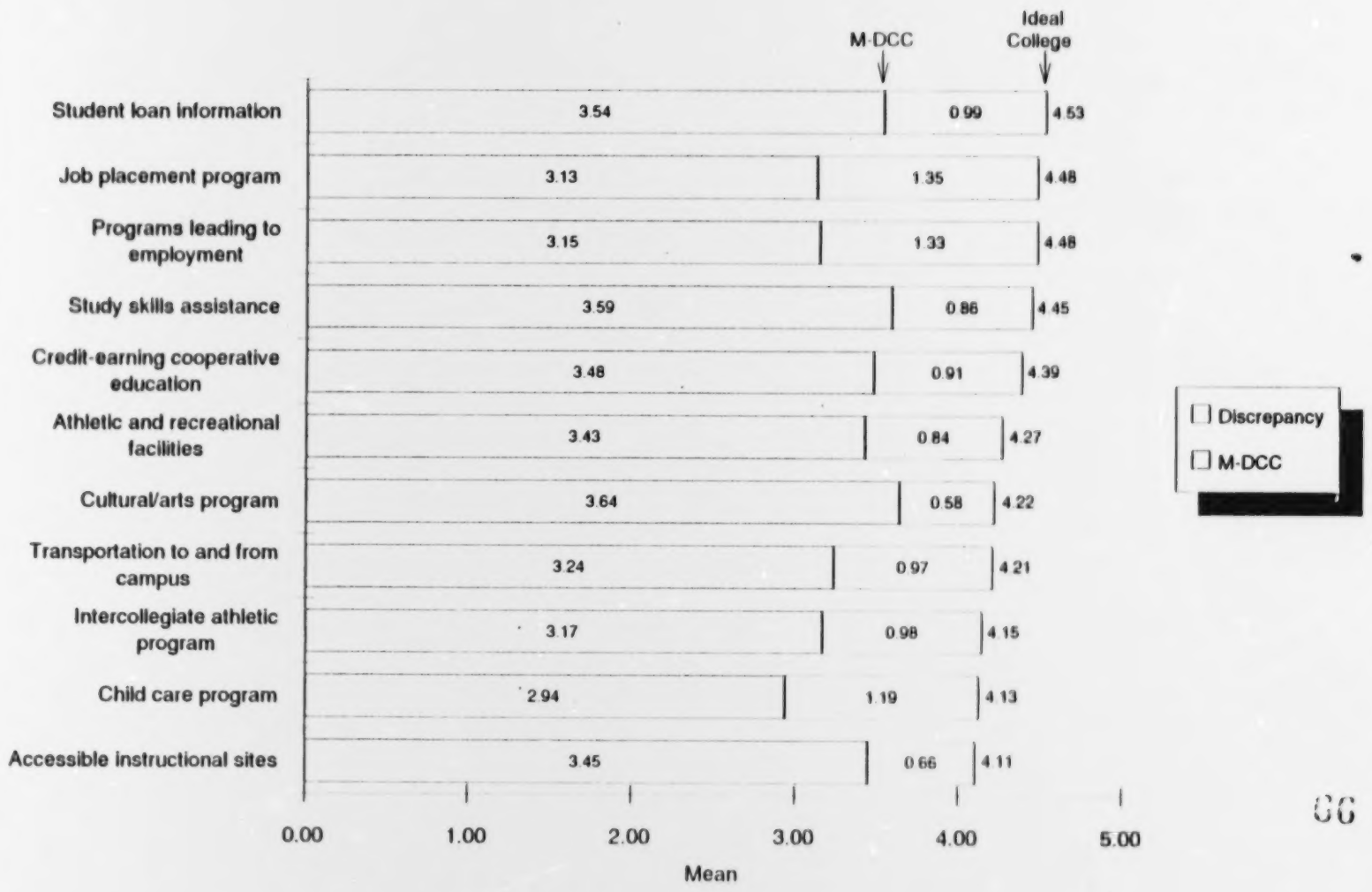
## Table 7
## (continued)
## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
## Kendall Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **An Excellent Job Placement Program** | | | | | | | | | |
| Ideal College | 33 | 6.8% | 20 | 4.1% | 435 | 89.1% | 488 | 100.0% | 4.48 |
| M-DCC | 90 | 18.4% | 245 | 50.1% | 154 | 31.5% | 489 | 100.0% | 3.13 |
| Difference | | -11.6 | | -46.0 | | 57.6 | | | **1.35** |
| **Programs Leading Directly to a Job** | | | | | | | | | |
| Ideal College | 29 | 6.0% | 17 | 3.5% | 439 | 90.5% | 485 | 100.0% | 4.48 |
| M-DCC | 98 | **20.0%** | 229 | 46.8% | 162 | 33.1% | 489 | 100.0% | 3.15 |
| Difference | | -14.1 | | -43.3 | | 57.4 | | | **1.33** |
| **Study Skills Assistance** | | | | | | | | | |
| Ideal College | 30 | 6.2% | 24 | 4.9% | 433 | 88.9% | 487 | 100.0% | 4.45 |
| M-DCC | 72 | 14.7% | 126 | 25.7% | 293 | 59.7% | 491 | 100.0% | 3.59 |
| Difference | | -8.5 | | -20.7 | | 29.2 | | | 0.86 |
| **Cooperative Education or Work Experience for Credit** | | | | | | | | | |
| Ideal College | 33 | 6.8% | 31 | 6.4% | 422 | 86.8% | 486 | 100.0% | 4.39 |
| M-DCC | 68 | 14.0% | 180 | 37.0% | 238 | 49.0% | 486 | 100.0% | 3.48 |
| Difference | | -7.2 | | -30.7 | | 37.9 | | | 0.91 |
| **Excellent Athletic/Recreational Facilities** | | | | | | | | | |
| Ideal College | 36 | 7.4% | 35 | 7.2% | 416 | 85.4% | 487 | 100.0% | 4.27 |
| M-DCC | 82 | 16.8% | 149 | 30.6% | 256 | 52.6% | 487 | 100.0% | 3.43 |
| Difference | | -9.4 | | -23.4 | | 32.9 | | | 0.84 |
| **A Cultural Program in the Arts (Music, Theater, etc.)** | | | | | | | | | |
| Ideal College | 33 | 6.8% | 55 | 11.3% | 397 | 81.9% | 485 | 100.0% | 4.22 |
| M-DCC | 50 | 10.2% | 148 | 30.1% | 293 | 59.7% | 491 | 100.0% | 3.64 |
| Difference | | -3.4 | | -18.8 | | 22.2 | | | 0.58 |
| **Adequate Transportation to and from the Campus** | | | | | | | | | |
| Ideal College | 38 | 7.8% | 64 | 13.1% | 385 | 79.1% | 487 | 100.0% | 4.21 |
| M-DCC | 99 | **20.4%** | 200 | 41.2% | 187 | 38.5% | 486 | 100.0% | 3.24 |
| Difference | | -12.6 | | -28.0 | | 40.6 | | | 0.97 |
| **A Strong Intercollegiate Athletic Program** | | | | | | | | | |
| Ideal College | 40 | 8.2% | 62 | 12.8% | 383 | 79.0% | 485 | 100.0% | 4.15 |
| M-DCC | 95 | 19.4% | 213 | 43.6% | 181 | 37.0% | 489 | 100.0% | 3.17 |
| Difference | | -11.2 | | -30.8 | | 42.0 | | | 0.98 |
| **A Child Care Program** | | | | | | | | | |
| Ideal College | 43 | 8.8% | 74 | 15.2% | 371 | 76.0% | 488 | 100.0% | 4.13 |
| M-DCC | 100 | **20.5%** | 292 | 59.8% | 96 | 19.7% | 488 | 100.0% | 2.94 |
| Difference | | -11.7 | | -44.7 | | 56.4 | | | **1.19** |
| **Instructional Sites Near People's Homes and Businesses** | | | | | | | | | |
| Ideal College | 44 | 9.0% | 76 | 15.6% | 368 | 75.4% | 488 | 100.0% | 4.11 |
| M-DCC | 63 | 12.9% | 195 | 40.0% | 230 | 47.1% | 488 | 100.0% | 3.45 |
| Difference | | -3.9 | | -24.4 | | 28.3 | | | 0.66 |

## Figure 3a. Mean Rank of Top 10 Services - Kendall Campus



## Figure 3b. Mean of Services Ranked 11-21 - Kendall Campus










1/31/94

SVCS X XI I Chart 2

## Table 8

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

## Wolfson Campus

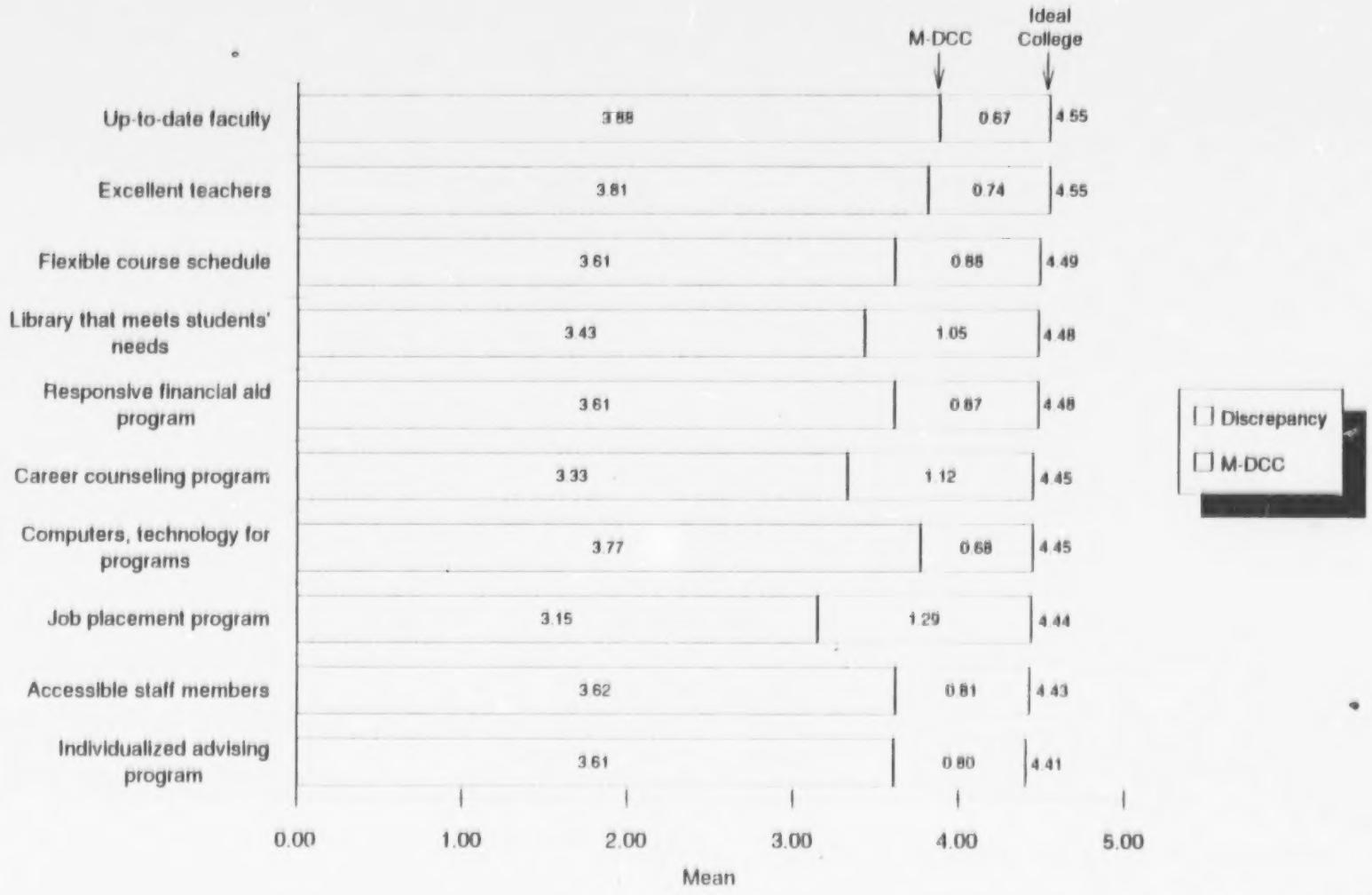
| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **Faculty Who Are Up-to-Date in Their Fields** | | | | | | | | | |
| Ideal College | 17 | 8.5% | 3 | 1.5% | 180 | 90.0% | 200 | 100.0% | 4.55 |
| M-DCC | 23 | 11.1% | 34 | 16.3% | 151 | **72.6%** | 208 | 100.0% | 3.88 |
| Difference | | -2.6 | | -14.8 | | 17.4 | | | 0.67 |
| **Faculty Members Who Are Excellent Teachers** | | | | | | | | | |
| Ideal College | 15 | 7.4% | 5 | 2.5% | 183 | 90.1% | 203 | 100.0% | 4.55 |
| M-DCC | 26 | 12.6% | 32 | 15.5% | 149 | **72.0%** | 207 | 100.0% | 3.81 |
| Difference | | -5.2 | | -13.0 | | 18.2 | | | 0.74 |
| **A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week** | | | | | | | | | |
| Ideal College | 18 | 8.9% | 2 | 1.0% | 183 | 90.1% | 203 | 100.0% | 4.49 |
| M-DCC | 44 | **21.1%** | 22 | 10.5% | 143 | **68.4%** | 209 | 100.0% | 3.61 |
| Difference | | -12.2 | | -9.5 | | 21.7 | | | 0.88 |
| **A Library That Meets the Students' Needs** | | | | | | | | | |
| Ideal College | 19 | 9.3% | 4 | 2.0% | 182 | 88.8% | 205 | 100.0% | 4.48 |
| M-DCC | 52 | **25.1%** | 32 | 15.5% | 123 | 59.4% | 207 | 100.0% | 3.43 |
| Difference | | -15.9 | | -13.5 | | 29.4 | | | **1.05** |
| **A Financial Aid Program That Helps Make College Affordable** | | | | | | | | | |
| Ideal College | 22 | 10.8% | 0 | 0.0% | 182 | 89.2% | 204 | 100.0% | 4.48 |
| M-DCC | 34 | 16.0% | 50 | 23.5% | 129 | **60.6%** | 213 | 100.0% | 3.61 |
| Difference | | -5.2 | | -23.5 | | 28.7 | | | 0.87 |
| **An Excellent Career Counseling Program** | | | | | | | | | |
| Ideal College | 18 | 8.7% | 5 | 2.4% | 185 | 88.9% | 208 | 100.0% | 4.45 |
| M-DCC | 45 | **22.2%** | 54 | 26.6% | 104 | 51.2% | 203 | 100.0% | 3.33 |
| Difference | | -13.5 | | -24.2 | | 37.7 | | | **1.12** |
| **Computers and Other Equipment to Support My Program** | | | | | | | | | |
| Ideal College | 18 | 8.8% | 4 | 2.0% | 182 | 89.2% | 204 | 100.0% | 4.45 |
| M-DCC | 32 | 15.4% | 27 | 13.0% | 149 | **71.6%** | 208 | 100.0% | 3.77 |
| Difference | | -6.6 | | -11.0 | | 17.6 | | | 0.68 |
| **An Excellent Job Placement Program** | | | | | | | | | |
| Ideal College | 17 | 8.2% | 6 | 2.9% | 185 | 88.9% | 208 | 100.0% | 4.44 |
| M-DCC | 45 | **22.0%** | 86 | 42.0% | 74 | 36.1% | 205 | 100.0% | 3.15 |
| Difference | | -13.8 | | -39.1 | | 52.8 | | | **1.29** |
| **Staff Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 19 | 9.4% | 4 | 2.0% | 180 | 88.7% | 203 | 100.0% | 4.43 |
| M-DCC | 32 | 15.5% | 38 | 18.4% | 136 | **66.0%** | 206 | 100.0% | 3.62 |
| Difference | | -6.2 | | -16.5 | | 22.7 | | | 0.81 |
| **An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements** | | | | | | | | | |
| Ideal College | 19 | 9.1% | 6 | 2.9% | 183 | 88.0% | 208 | 100.0% | 4.41 |
| M-DCC | 35 | 17.0% | 37 | 18.0% | 134 | **65.0%** | 206 | 100.0% | 3.61 |
| Difference | | -7.9 | | -15.1 | | 22.9 | | | 0.80 |
| **Study Skills Assistance** | | | | | | | | | |
| Ideal College | 18 | 8.7% | 5 | 2.4% | 184 | 88.9% | 207 | 100.0% | 4.41 |
| M-DCC | 29 | 14.1% | 51 | 24.8% | 126 | **61.2%** | 206 | 100.0% | 3.62 |
| Difference | | -5.4 | | -22.3 | | 27.7 | | | 0.79 |

07

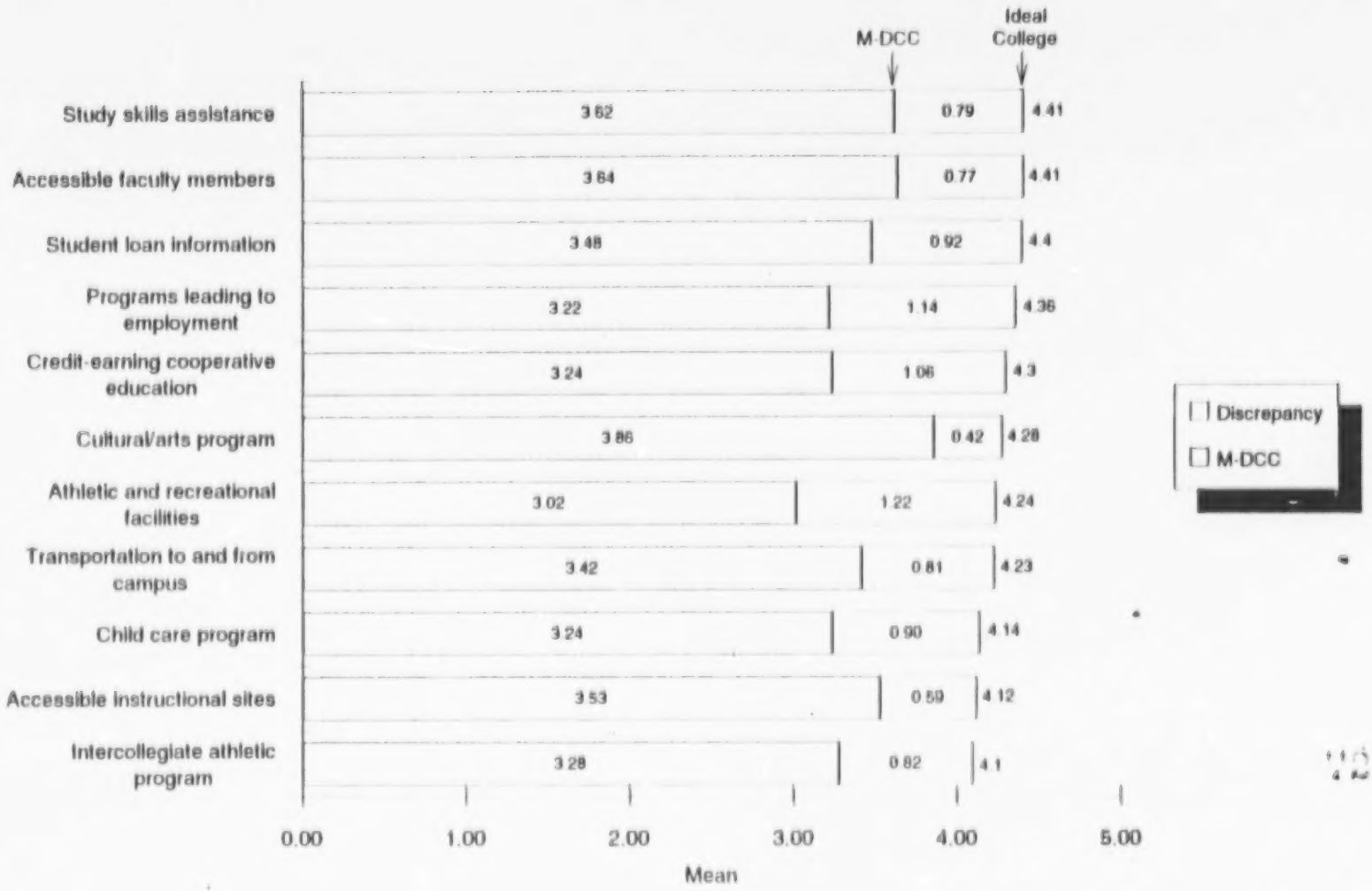
## Table 8
## (continued)
## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
## Wolfson Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **Faculty Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 19 | 9.5% | 3 | 1.5% | 177 | 88.9% | 199 | 100.0% | 4.41 |
| M-DCC | 35 | 16.8% | 37 | 17.8% | 136 | **65.4%** | 208 | 100.0% | 3.64 |
| Difference | | -7.3 | | -16.3 | | 23.6 | | | 0.77 |
| **Information About Student Loans** | | | | | | | | | |
| Ideal College | 19 | 9.3% | 6 | 2.9% | 179 | 87.7% | 204 | 100.0% | 4.40 |
| M-DCC | 34 | 16.0% | 59 | 27.7% | 120 | 56.3% | 213 | 100.0% | 3.48 |
| Difference | | -6.6 | | -24.8 | | 31.4 | | | 0.92 |
| **Programs Leading Directly to a Job** | | | | | | | | | |
| Ideal College | 17 | 8.3% | 11 | 5.4% | 177 | 86.3% | 205 | 100.0% | 4.36 |
| M-DCC | 36 | 17.5% | 96 | 46.6% | 74 | 35.9% | 206 | 100.0% | 3.22 |
| Difference | | -9.2 | | -41.2 | | 50.4 | | | **1.14** |
| **Cooperative Education or Work Experience for Credit** | | | | | | | | | |
| Ideal College | 18 | 8.7% | 8 | 3.9% | 180 | 87.4% | 206 | 100.0% | 4.30 |
| M-DCC | 33 | 16.3% | 98 | 48.3% | 72 | 35.5% | 203 | 100.0% | 3.24 |
| Difference | | -7.5 | | -44.4 | | 51.9 | | | **1.06** |
| **A Cultural Program in the Arts (Music, Theater, etc.)** | | | | | | | | | |
| Ideal College | 15 | 7.4% | 15 | 7.4% | 174 | 85.3% | 204 | 100.0% | 4.28 |
| M-DCC | 17 | 8.4% | 43 | 21.2% | 143 | **70.4%** | 203 | 100.0% | 3.86 |
| Difference | | -1.0 | | -13.8 | | 14.9 | | | 0.42 |
| **Excellent Athletic/Recreational Facilities** | | | | | | | | | |
| Ideal College | 13 | 6.3% | 25 | 12.2% | 167 | 81.5% | 205 | 100.0% | 4.24 |
| M-DCC | 54 | **26.3%** | 86 | 42.0% | 65 | 31.7% | 205 | 100.0% | 3.02 |
| Difference | | -20.0 | | -29.8 | | 49.8 | | | **1.22** |
| **Adequate Transportation to and from the Campus** | | | | | | | | | |
| Ideal College | 23 | 11.3% | 10 | 4.9% | 170 | 83.7% | 203 | 100.0% | 4.23 |
| M-DCC | 37 | 18.3% | 63 | 31.2% | 102 | 50.5% | 202 | 100.0% | 3.42 |
| Difference | | -7.0 | | -26.3 | | 33.2 | | | 0.81 |
| **A Child Care Program** | | | | | | | | | |
| Ideal College | 21 | 10.1% | 24 | 11.6% | 162 | 78.3% | 207 | 100.0% | 4.14 |
| M-DCC | 34 | 16.5% | 94 | 45.6% | 78 | 37.9% | 206 | 100.0% | 3.24 |
| Difference | | -6.4 | | -34.0 | | 40.4 | | | 0.90 |
| **Instructional Sites Near People's Homes and Businesses** | | | | | | | | | |
| Ideal College | 21 | 10.5% | 27 | 13.5% | 152 | 76.0% | 200 | 100.0% | 4.12 |
| M-DCC | 26 | 12.6% | 73 | 35.4% | 107 | 51.9% | 206 | 100.0% | 3.53 |
| Difference | | -2.1 | | -21.9 | | 24.1 | | | 0.59 |
| **A Strong Intercollegiate Athletic Program** | | | | | | | | | |
| Ideal College | 20 | 9.6% | 27 | 12.9% | 162 | 77.5% | 209 | 100.0% | 4.10 |
| M-DCC | 27 | 13.2% | 102 | 50.0% | 75 | 36.8% | 204 | 100.0% | 3.28 |
| Difference | | -3.7 | | -37.1 | | 40.7 | | | 0.82 |

## Figure 4a. Mean Rank of Top 10 Services - Wolfson Campus



## Figure 4b. Mean of Services Ranked 11-21 - Wolfson Campus



## Table 9

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC Medical Center Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **Faculty Members Who Are Excellent Teachers** | | | | | | | | | |
| Ideal College | 9 | 6.5% | 1 | 0.7% | 128 | 92.8% | 138 | 100.0% | 4.65 |
| M-DCC | 27 | 18.9% | 12 | 8.4% | 104 | **72.7%** | 143 | 100.0% | 3.87 |
| Difference | | -12.4 | | -7.7 | | 20.0 | | | 0.78 |
| **A Library That Meets the Students' Needs** | | | | | | | | | |
| Ideal College | 9 | 6.6% | 3 | 2.2% | 125 | 91.2% | 137 | 100.0% | 4.64 |
| M-DCC | 41 | **29.1%** | 18 | 12.8% | 82 | 58.2% | 141 | 100.0% | 3.38 |
| Difference | | -22.5 | | -10.6 | | 33.1 | | | **1.26** |
| **A Financial Aid Program That Helps Make College Affordable** | | | | | | | | | |
| Ideal College | 10 | 7.2% | 1 | 0.7% | 128 | 92.1% | 139 | 100.0% | 4.63 |
| M-DCC | 22 | 15.5% | 27 | 19.0% | 93 | **65.5%** | 142 | 100.0% | 3.85 |
| Difference | | -8.3 | | -18.3 | | 26.6 | | | 0.78 |
| **Faculty Who Are Up-to-Date in Their Fields** | | | | | | | | | |
| Ideal College | 11 | 8.0% | 1 | 0.7% | 126 | 91.3% | 138 | 100.0% | 4.62 |
| M-DCC | 23 | 16.1% | 11 | 7.7% | 109 | **76.2%** | 143 | 100.0% | 3.97 |
| Difference | | -8.1 | | -7.0 | | 15.1 | | | 0.65 |
| **Information About Student Loans** | | | | | | | | | |
| Ideal College | 8 | 5.8% | 2 | 1.4% | 128 | 92.8% | 138 | 100.0% | 4.58 |
| M-DCC | 16 | 11.1% | 28 | 19.4% | 100 | **69.4%** | 144 | 100.0% | 3.82 |
| Difference | | -5.3 | | -18.0 | | 23.3 | | | 0.76 |
| **A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week** | | | | | | | | | |
| Ideal College | 9 | 6.5% | 3 | 2.2% | 127 | 91.4% | 139 | 100.0% | 4.58 |
| M-DCC | 28 | 19.7% | 9 | 6.3% | 105 | **73.9%** | 142 | 100.0% | 3.77 |
| Difference | | -13.2 | | -4.2 | | 17.4 | | | 0.81 |
| **Computers and Other Equipment to Support My Program** | | | | | | | | | |
| Ideal College | 9 | 6.6% | 2 | 1.5% | 126 | 92.0% | 137 | 100.0% | 4.58 |
| M-DCC | 13 | 9.0% | 16 | 11.1% | 115 | **79.9%** | 144 | 100.0% | 3.98 |
| Difference | | -2.5 | | -9.7 | | 12.1 | | | 0.60 |
| **An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements** | | | | | | | | | |
| Ideal College | 9 | 6.5% | 4 | 2.9% | 125 | 90.6% | 138 | 100.0% | 4.57 |
| M-DCC | 31 | **21.5%** | 24 | 16.7% | 89 | **61.8%** | 144 | 100.0% | 3.60 |
| Difference | | -15.0 | | -13.8 | | 28.8 | | | 0.97 |
| **Faculty Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 10 | 7.1% | 4 | 2.9% | 126 | 90.0% | 140 | 100.0% | 4.55 |
| M-DCC | 28 | 19.7% | 18 | 12.7% | 96 | **67.8%** | 142 | 100.0% | 3.74 |
| Difference | | -12.6 | | -9.8 | | 22.4 | | | 0.81 |
| **An Excellent Career Counseling Program** | | | | | | | | | |
| Ideal College | 10 | 7.2% | 4 | 2.9% | 124 | 89.9% | 138 | 100.0% | 4.53 |
| M-DCC | 32 | **22.9%** | 50 | 35.7% | 58 | 41.4% | 140 | 100.0% | 3.26 |
| Difference | | -15.6 | | -32.8 | | 48.4 | | | **1.27** |
| **Programs Leading Directly to a Job** | | | | | | | | | |
| Ideal College | 9 | 6.4% | 6 | 4.3% | 125 | 89.3% | 140 | 100.0% | 4.53 |
| M-DCC | 29 | **20.9%** | 41 | 29.5% | 69 | 49.6% | 139 | 100.0% | 3.46 |
| Difference | | -14.4 | | -25.2 | | 39.6 | | | **1.07** |



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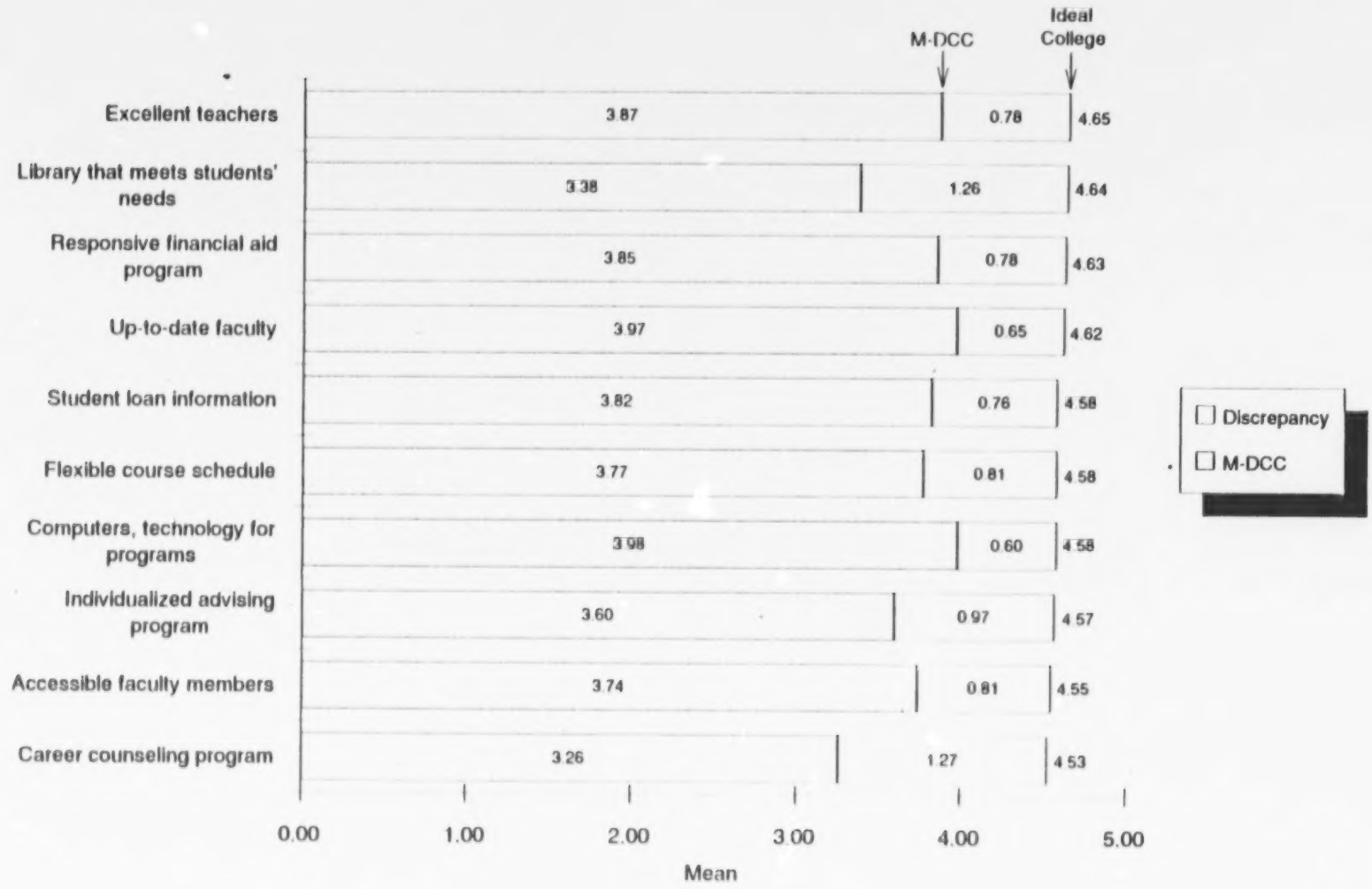
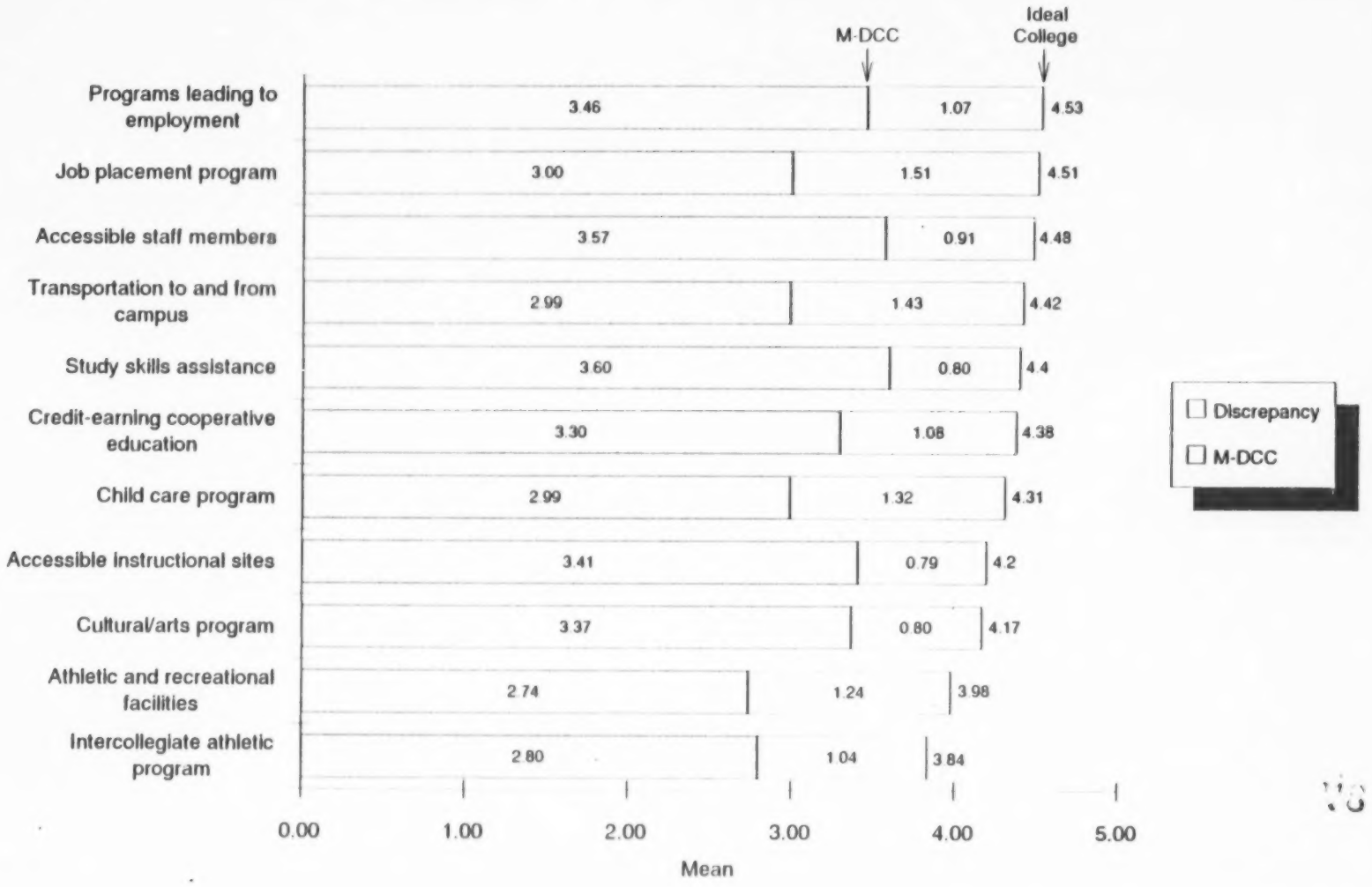
## Table 9
## (continued)
## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
## Medical Center Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **An Excellent Job Placement Program** | | | | | | | | | |
| Ideal College | 10 | 7.1% | 5 | 3.6% | 125 | 89.3% | 140 | 100.0% | 4.51 |
| M-DCC | 35 | **25.2%** | 67 | 48.2% | 37 | 26.6% | 139 | 100.0% | 3.00 |
| Difference | | -18.0 | | -44.6 | | 62.7 | | | **1.51** |
| **Staff Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 13 | 9.3% | 5 | 3.6% | 122 | 87.1% | 140 | 100.0% | 4.48 |
| M-DCC | 33 | **23.9%** | 20 | 14.5% | 85 | **61.6%** | 138 | 100.0% | 3.57 |
| Difference | | -14.6 | | -10.9 | | 25.5 | | | 0.91 |
| **Adequate Transportation to and from the Campus** | | | | | | | | | |
| Ideal College | 11 | 7.9% | 7 | 5.0% | 121 | 87.1% | 139 | 100.0% | 4.42 |
| M-DCC | 54 | **38.3%** | 28 | 19.9% | 59 | 41.8% | 141 | 100.0% | 2.99 |
| Difference | | -30.4 | | -14.8 | | 45.2 | | | **1.43** |
| **Study Skills Assistance** | | | | | | | | | |
| Ideal College | 11 | 8.0% | 5 | 3.6% | 122 | 88.4% | 138 | 100.0% | 4.40 |
| M-DCC | 22 | 15.3% | 34 | 23.6% | 88 | **61.1%** | 144 | 100.0% | 3.60 |
| Difference | | -7.3 | | -20.0 | | 27.3 | | | 0.80 |
| **Cooperative Education or Work Experience for Credit** | | | | | | | | | |
| Ideal College | 8 | 5.8% | 10 | 7.2% | 120 | 87.0% | 138 | 100.0% | 4.38 |
| M-DCC | 25 | 17.7% | 58 | 41.1% | 58 | 41.1% | 141 | 100.0% | 3.30 |
| Difference | | -11.9 | | -33.9 | | 45.8 | | | **1.08** |
| **A Child Care Program** | | | | | | | | | |
| Ideal College | 11 | 7.9% | 8 | 5.7% | 121 | 86.4% | 140 | 100.0% | 4.31 |
| M-DCC | 39 | **28.5%** | 54 | 39.4% | 44 | 32.1% | 137 | 100.0% | 2.99 |
| Difference | | -20.6 | | -33.7 | | 54.3 | | | **1.32** |
| **Instructional Sites Near People's Homes and Businesses** | | | | | | | | | |
| Ideal College | 9 | 6.5% | 16 | 11.5% | 114 | 82.0% | 139 | 100.0% | 4.20 |
| M-DCC | 24 | 17.1% | 50 | 35.7% | 66 | 47.1% | 140 | 100.0% | 3.41 |
| Difference | | -10.7 | | -24.2 | | 34.9 | | | 0.79 |
| **A Cultural Program in the Arts (Music, Theater, etc.)** | | | | | | | | | |
| Ideal College | 11 | 8.0% | 17 | 12.3% | 110 | 79.7% | 138 | 100.0% | 4.17 |
| M-DCC | 26 | 18.3% | 47 | 33.1% | 69 | 48.6% | 142 | 100.0% | 3.37 |
| Difference | | -10.3 | | -20.8 | | 31.1 | | | 0.80 |
| **Excellent Athletic/Recreational Facilities** | | | | | | | | | |
| Ideal College | 17 | 12.2% | 19 | 13.7% | 103 | 74.1% | 139 | 100.0% | 3.98 |
| M-DCC | 51 | **37.0%** | 59 | 42.8% | 28 | 20.3% | 138 | 100.0% | 2.74 |
| Difference | | -24.7 | | -29.1 | | 53.8 | | | **1.24** |
| **A Strong Intercollegiate Athletic Program** | | | | | | | | | |
| Ideal College | 22 | 15.7% | 23 | 16.4% | 95 | 67.9% | 140 | 100.0% | 3.84 |
| M-DCC | 41 | **29.3%** | 70 | 50.0% | 29 | 20.7% | 140 | 100.0% | 2.80 |
| Difference | | -13.6 | | -33.6 | | 47.1 | | | **1.04** |

## Figure 5a. Mean Rank of Top 10 Services - Medical Center Campus



## Figure 5b. Mean of Services Ranked 11-21 - Medical Center Campus



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SVCS_M.XLS Chart 2

## Table 10

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

### Homestead Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 0 | 0.0% | 63 | 95.5% | 66 | 100.0% | 4.74 |
| M-DCC | 17 | **25.8%** | 12 | 18.2% | 37 | 56.1% | 66 | 100.0% | 3.47 |
| Difference | | -21.2 | | -18.2 | | 39.4 | | | **1.27** |
| **Faculty Who Are Up-to-Date in Their Fields** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 0 | 0.0% | 63 | 95.5% | 66 | 100.0% | 4.73 |
| M-DCC | 6 | 9.1% | 18 | 27.3% | 42 | **63.6%** | 66 | 100.0% | 3.80 |
| Difference | | -4.5 | | -27.3 | | 31.8 | | | 0.93 |
| **A Library That Meets the Students' Needs** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 0 | 0.0% | 63 | 95.5% | 66 | 100.0% | 4.71 |
| M-DCC | 19 | **29.2%** | 14 | 21.5% | 32 | 49.2% | 65 | 100.0% | 3.29 |
| Difference | | -24.7 | | -21.5 | | 46.2 | | | **1.42** |
| **Computers and Other Equipment to Support My Program** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 0 | 0.0% | 63 | 95.5% | 66 | 100.0% | 4.71 |
| M-DCC | 5 | 7.6% | 11 | 16.7% | 50 | **75.8%** | 66 | 100.0% | 4.00 |
| Difference | | -3.0 | | -16.7 | | 19.7 | | | 0.71 |
| **Faculty Members Who Are Excellent Teachers** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 1 | 1.5% | 62 | 93.9% | 66 | 100.0% | 4.71 |
| M-DCC | 5 | 7.6% | 13 | 19.7% | 48 | **72.7%** | 66 | 100.0% | 3.92 |
| Difference | | -3.0 | | -18.2 | | 21.2 | | | 0.79 |
| **A Financial Aid Program That Helps Make College Affordable** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 1 | 1.5% | 62 | 93.9% | 66 | 100.0% | 4.62 |
| M-DCC | 15 | **22.4%** | 14 | 20.9% | 38 | 56.7% | 67 | 100.0% | 3.54 |
| Difference | | -17.8 | | -19.4 | | 37.2 | | | **1.08** |
| **An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements** | | | | | | | | | |
| Ideal College | 4 | 6.1% | 2 | 3.0% | 60 | 90.9% | 66 | 100.0% | 4.62 |
| M-DCC | 7 | 10.6% | 22 | 33.3% | 37 | 56.1% | 66 | 100.0% | 3.61 |
| Difference | | -4.5 | | -30.3 | | 34.8 | | | **1.01** |
| **An Excellent Career Counseling Program** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 2 | 3.0% | 61 | 92.4% | 66 | 100.0% | 4.62 |
| M-DCC | 14 | **21.2%** | 29 | 43.9% | 23 | 34.8% | 66 | 100.0% | 3.23 |
| Difference | | -16.7 | | -40.9 | | 57.6 | | | **1.39** |
| **Staff Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 2 | 3.0% | 1 | 1.5% | 63 | 95.5% | 66 | 100.0% | 4.62 |
| M-DCC | 7 | 10.6% | 19 | 28.8% | 40 | **60.6%** | 66 | 100.0% | 3.72 |
| Difference | | -7.6 | | -27.3 | | 34.8 | | | 0.90 |
| **Faculty Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 2 | 3.0% | 2 | 3.0% | 62 | 93.9% | 66 | 100.0% | 4.61 |
| M-DCC | 5 | 7.7% | 15 | 23.1% | 45 | **69.2%** | 65 | 100.0% | 3.83 |
| Difference | | -4.7 | | -20.0 | | 24.7 | | | 0.78 |
| **Information About Student Loans** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 0 | 0.0% | 63 | 95.5% | 66 | 100.0% | 4.58 |
| M-DCC | 10 | 14.9% | 20 | 29.9% | 37 | 55.2% | 67 | 100.0% | 3.57 |
| Difference | | -10.4 | | -29.9 | | 40.2 | | | **1.01** |

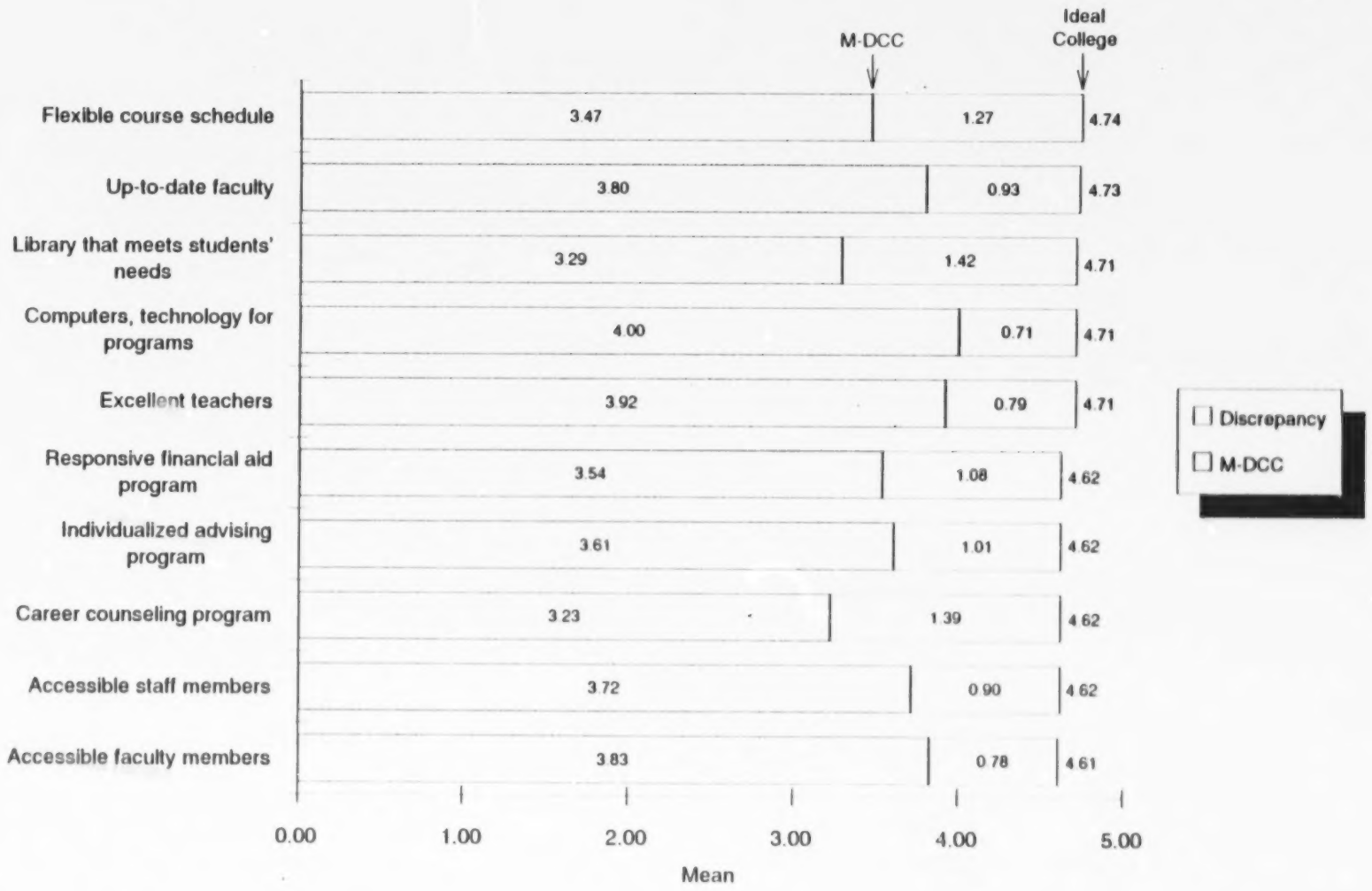
## Table 10

## (cpntinued)

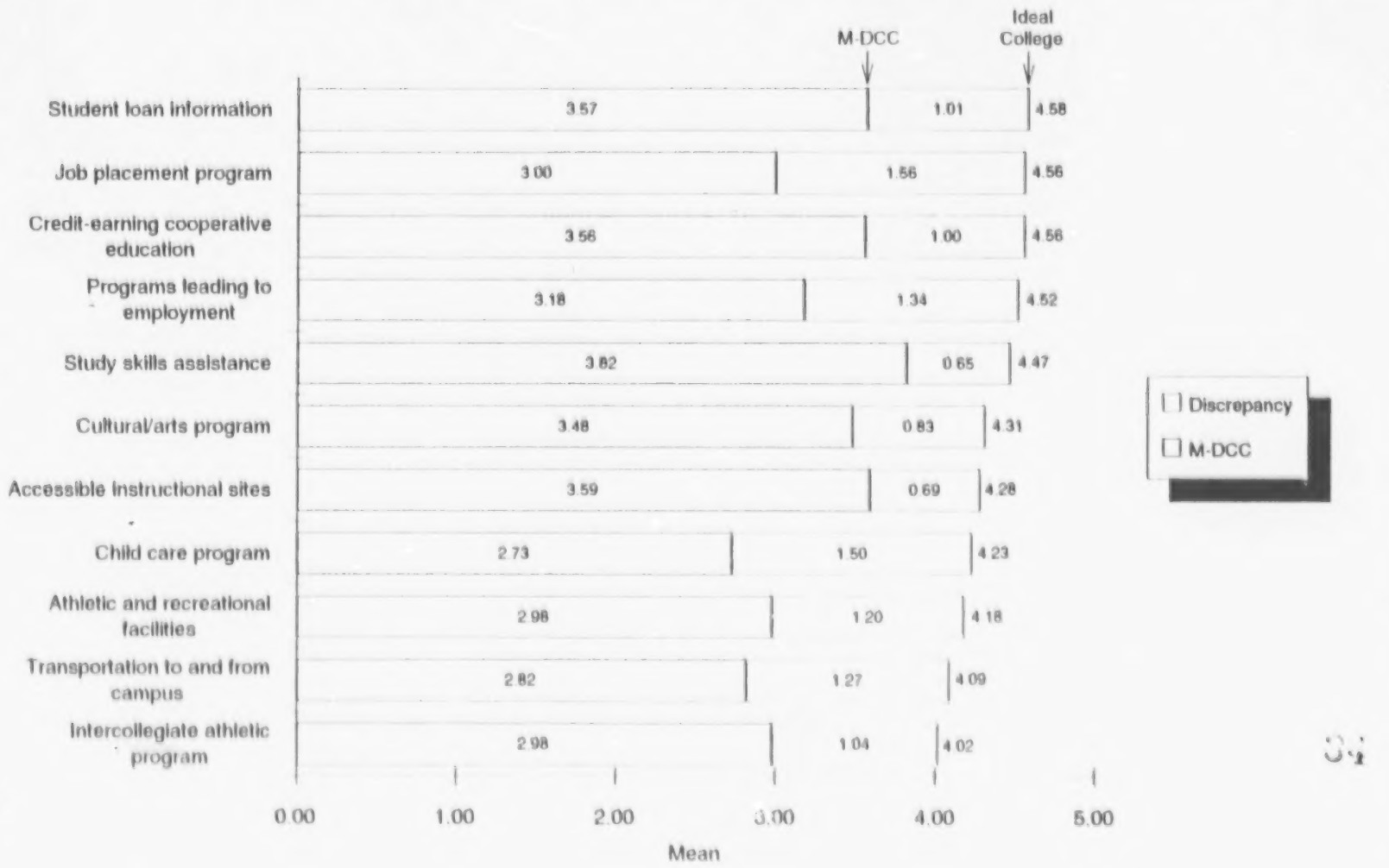
## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC Homestead Campus

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **An Excellent Job Placement Program** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 2 | 3.0% | 61 | 92.4% | 66 | 100.0% | 4.56 |
| M-DCC | 18 | **27.3%** | 33 | 50.0% | 15 | 22.7% | 66 | 100.0% | 3.00 |
| Difference | | -22.7 | | -47.0 | | 69.7 | | | **1.56** |
| **Cooperative Education or Work Experience for Credit** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 1 | 1.5% | 62 | 93.9% | 66 | 100.0% | 4.56 |
| M-DCC | 7 | 10.6% | 28 | 42.4% | 31 | 47.0% | 66 | 100.0% | 3.56 |
| Difference | | -6.1 | | -40.9 | | 47.0 | | | **1.00** |
| **Programs Leading Directly to a Job** | | | | | | | | | |
| Ideal College | 3 | 4.5% | 2 | 3.0% | 61 | 92.4% | 66 | 100.0% | 4.52 |
| M-DCC | 12 | 18.2% | 34 | 51.5% | 20 | 30.3% | 66 | 100.0% | 3.18 |
| Difference | | -13.6 | | -48.5 | | 62.1 | | | **1.34** |
| **Study Skills Assistance** | | | | | | | | | |
| Ideal College | 2 | 3.0% | 4 | 6.1% | 60 | 90.9% | 66 | 100.0% | 4.47 |
| M-DCC | 4 | 6.1% | 16 | 24.2% | 46 | **69.7%** | 66 | 100.0% | 3.82 |
| Difference | | -3.0 | | -18.2 | | 21.2 | | | 0.65 |
| **A Cultural Program in the Arts (Music, Theater, etc.)** | | | | | | | | | |
| Ideal College | 2 | 3.1% | 4 | 6.2% | 59 | 90.8% | 65 | 100.0% | 4.31 |
| M-DCC | 7 | 10.8% | 28 | 43.1% | 30 | 46.2% | 65 | 100.0% | 3.48 |
| Difference | | -7.7 | | -36.9 | | 44.6 | | | 0.83 |
| **Instructional Sites Near People's Homes and Businesses** | | | | | | | | | |
| Ideal College | 2 | 3.1% | 10 | 15.4% | 53 | 81.5% | 65 | 100.0% | 4.28 |
| M-DCC | 5 | 7.6% | 28 | 42.4% | 33 | 50.0% | 66 | 100.0% | 3.59 |
| Difference | | -4.5 | | -27.0 | | 31.5 | | | 0.69 |
| **A Child Care Program** | | | | | | | | | |
| Ideal College | 4 | 6.1% | 8 | 12.1% | 54 | 81.8% | 66 | 100.0% | 4.23 |
| M-DCC | 20 | **30.3%** | 38 | 57.6% | 8 | 12.1% | 66 | 100.0% | 2.73 |
| Difference | | -24.2 | | -45.5 | | 69.7 | | | **1.50** |
| **Excellent Athletic/Recreational Facilities** | | | | | | | | | |
| Ideal College | 5 | 7.6% | 6 | 9.1% | 55 | 83.3% | 66 | 100.0% | 4.18 |
| M-DCC | 19 | **29.2%** | 27 | 41.5% | 19 | 29.2% | 65 | 100.0% | 2.98 |
| Difference | | -21.7 | | -32.4 | | 54.1 | | | **1.20** |
| **Adequate Transportation to and from the Campus** | | | | | | | | | |
| Ideal College | 3 | 4.6% | 11 | 16.9% | 51 | 78.5% | 65 | 100.0% | 4.09 |
| M-DCC | 22 | **33.3%** | 28 | 42.4% | 16 | 24.2% | 66 | 100.0% | 2.82 |
| Difference | | -28.7 | | -25.5 | | 54.2 | | | **1.27** |
| **A Strong Intercollegiate Athletic Program** | | | | | | | | | |
| Ideal College | 6 | 9.2% | 10 | 15.4% | 49 | 75.4% | 65 | 100.0% | 4.02 |
| M-DCC | 18 | **27.3%** | 30 | 45.5% | 18 | 27.3% | 66 | 100.0% | 2.98 |
| Difference | | -18.0 | | -30.1 | | 48.1 | | | **1.04** |

## Figure 6a. Mean Rank of Top 10 Services - Homestead Campus



## Figure 6b. Mean of Services Ranked 11-21 - Homestead Campus






1/31/94

## Table 11

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

## InterAmerican Center

| | Ratings | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **Cooperative Education or Work Experience for Credit** | | | | | | | | | |
| Ideal College | 9 | 13.8% | 3 | 4.6% | 53 | 81.5% | 65 | 100.0% | 4.23 |
| M-DCC | 11 | 17.2% | 28 | 43.8% | 25 | 39.1% | 64 | 100.0% | 3.31 |
| Difference | | -3.3 | | -39.1 | | 42.5 | | | 0.92 |
| **A Library That Meets the Students' Needs** | | | | | | | | | |
| Ideal College | 12 | 17.6% | 1 | 1.5% | 55 | 80.9% | 68 | 100.0% | 4.22 |
| M-DCC | 21 | **32.8%** | 11 | 17.2% | 32 | 50.0% | 64 | 100.0% | 3.23 |
| Difference | | -15.2 | | -15.7 | | 30.9 | | | 0.99 |
| **Faculty Members Who Are Excellent Teachers** | | | | | | | | | |
| Ideal College | 10 | 15.2% | 1 | 1.5% | 55 | 83.3% | 66 | 100.0% | 4.21 |
| M-DCC | 14 | **21.5%** | 9 | 13.8% | 42 | **64.6%** | 65 | 100.0% | 3.62 |
| Difference | | -6.4 | | -12.3 | | 18.7 | | | 0.59 |
| **A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week** | | | | | | | | | |
| Ideal College | 10 | 15.4% | 3 | 4.6% | 52 | 80.0% | 65 | 100.0% | 4.20 |
| M-DCC | 18 | **27.7%** | 10 | 15.4% | 37 | 56.9% | 65 | 100.0% | 3.43 |
| Difference | | -12.3 | | -10.8 | | 23.1 | | | 0.77 |
| **Faculty Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 9 | 13.4% | 3 | 4.5% | 55 | 82.1% | 67 | 100.0% | 4.19 |
| M-DCC | 10 | 15.6% | 22 | 34.4% | 32 | 50.0% | 64 | 100.0% | 3.44 |
| Difference | | -2.2 | | -29.9 | | 32.1 | | | 0.75 |
| **Computers and Other Equipment to Support My Program** | | | | | | | | | |
| Ideal College | 12 | 18.5% | 1 | 1.5% | 52 | 80.0% | 65 | 100.0% | 4.18 |
| M-DCC | 15 | **23.4%** | 9 | 14.1% | 40 | **62.5%** | 64 | 100.0% | 3.53 |
| Difference | | -5.0 | | -12.5 | | 17.5 | | | 0.65 |
| **Faculty Who Are Up-to-Date in Their Fields** | | | | | | | | | |
| Ideal College | 9 | 13.6% | 4 | 6.1% | 53 | 80.3% | 66 | 100.0% | 4.17 |
| M-DCC | 11 | 16.9% | 9 | 13.8% | 45 | **69.2%** | 65 | 100.0% | 3.67 |
| Difference | | -3.3 | | -7.8 | | 11.1 | | | 0.50 |
| **An Excellent Career Counseling Program** | | | | | | | | | |
| Ideal College | 10 | 14.9% | 1 | 1.5% | 56 | 83.6% | 67 | 100.0% | 4.15 |
| M-DCC | 15 | **23.1%** | 16 | 24.6% | 34 | 52.3% | 65 | 100.0% | 3.32 |
| Difference | | -8.2 | | -23.1 | | 31.3 | | | 0.83 |
| **A Financial Aid Program That Helps Make College Affordable** | | | | | | | | | |
| Ideal College | 12 | 52.2% | 1 | 4.3% | 10 | 43.5% | 23 | 100.0% | 4.12 |
| M-DCC | 13 | 19.4% | 11 | 16.4% | 43 | **64.2%** | 67 | 100.0% | 3.64 |
| Difference | | 32.8 | | -12.1 | | -20.7 | | | 0.48 |
| **An Excellent Job Placement Program** | | | | | | | | | |
| Ideal College | 10 | 15.2% | 3 | 4.5% | 53 | 80.3% | 66 | 100.0% | 4.12 |
| M-DCC | 14 | **21.2%** | 29 | 43.9% | 23 | 34.8% | 66 | 100.0% | 3.20 |
| Difference | | -6.1 | | -39.4 | | 45.5 | | | 0.92 |
| **Information About Student Loans** | | | | | | | | | |
| Ideal College | 11 | 16.2% | 2 | 2.9% | 55 | 80.9% | 68 | 100.0% | 4.09 |
| M-DCC | 11 | 16.7% | 11 | 16.7% | 44 | **66.7%** | 66 | 100.0% | 3.59 |
| Difference | | -0.5 | | -13.7 | | 14.2 | | | 0.50 |

## Table 11

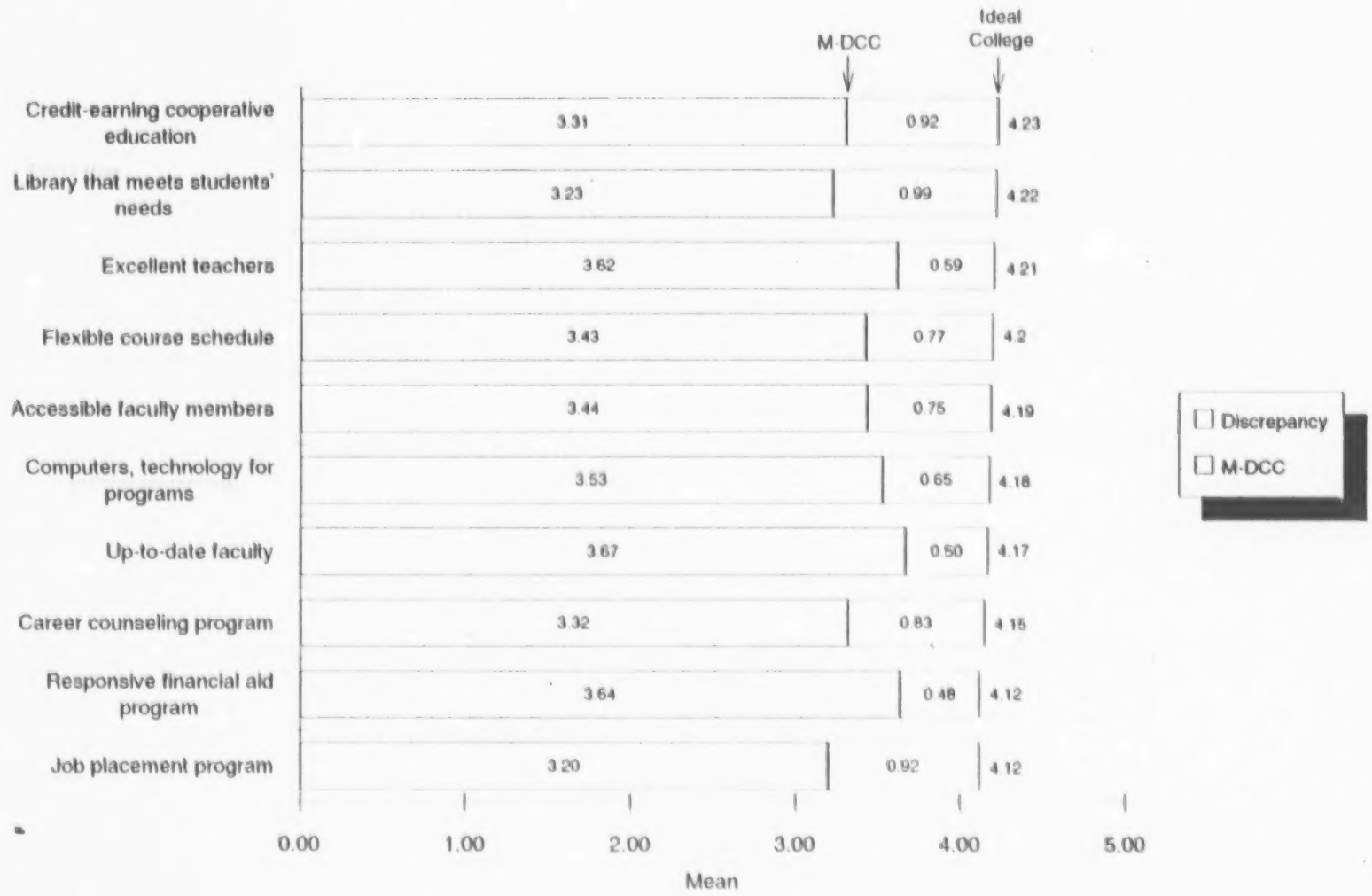
## (continued)

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

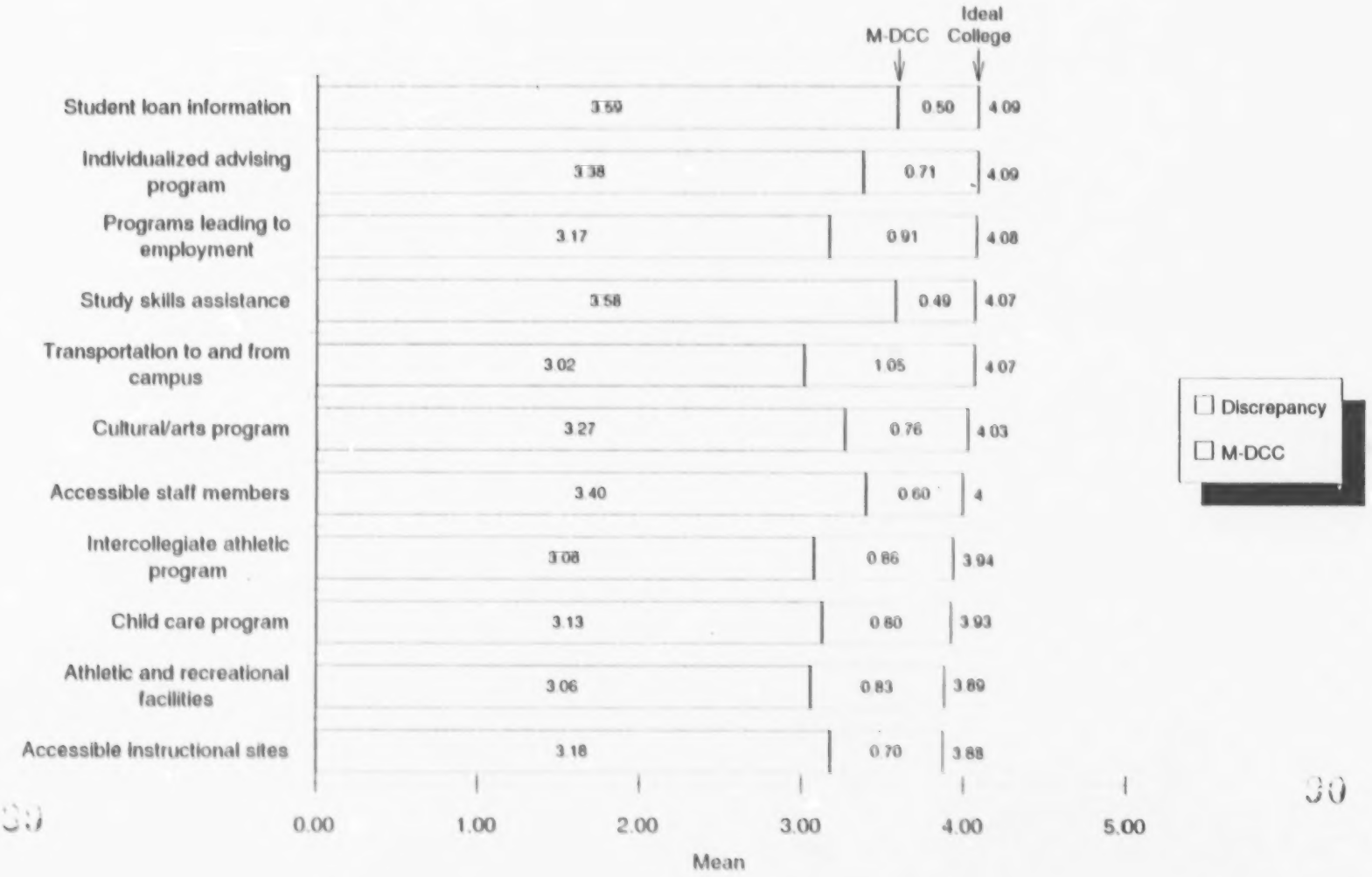
## InterAmerican Center

| | Ratings | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements** | | | | | | | | | |
| Ideal College | 8 | 11.9% | 4 | 6.0% | 55 | 82.1% | 67 | 100.0% | 4.09 |
| M-DCC | 14 | **21.9%** | 18 | 28.1% | 32 | 50.0% | 64 | 100.0% | 3.38 |
| Difference | | -9.9 | | -22.2 | | 32.1 | | | 0.71 |
| **Programs Leading Directly to a Job** | | | | | | | | | |
| Ideal College | 12 | 18.2% | 0 | 0.0% | 54 | 81.8% | 66 | 100.0% | 4.08 |
| M-DCC | 13 | **20.6%** | 28 | 44.4% | 22 | 34.9% | 63 | 100.0% | 3.17 |
| Difference | | -2.5 | | -44.4 | | 46.9 | | | 0.91 |
| **Study Skills Assistance** | | | | | | | | | |
| Ideal College | 11 | 16.2% | 1 | 1.5% | 56 | 82.4% | 68 | 100.0% | 4.07 |
| M-DCC | 12 | 18.5% | 14 | 21.5% | 39 | **60.0%** | 65 | 100.0% | 3.58 |
| Difference | | -2.3 | | -20.1 | | 22.4 | | | 0.49 |
| **Adequate Transportation to and from the Campus** | | | | | | | | | |
| Ideal College | 8 | 11.9% | 6 | 9.0% | 53 | 79.1% | 67 | 100.0% | 4.07 |
| M-DCC | 21 | **33.3%** | 20 | 31.7% | 22 | 34.9% | 63 | 100.0% | 3.02 |
| Difference | | -21.4 | | -22.8 | | 44.2 | | | **1.05** |
| **A Cultural Program in the Arts (Music, Theater, etc.)** | | | | | | | | | |
| Ideal College | 7 | 10.6% | 7 | 10.6% | 52 | 78.8% | 66 | 100.0% | 4.03 |
| M-DCC | 14 | **21.2%** | 21 | 31.8% | 31 | 47.0% | 66 | 100.0% | 3.27 |
| Difference | | -10.6 | | -21.2 | | 31.8 | | | 0.76 |
| **Staff Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 10 | 15.2% | 6 | 9.1% | 50 | 75.8% | 66 | 100.0% | 4.00 |
| M-DCC | 17 | **27.0%** | 12 | 19.0% | 34 | 54.0% | 63 | 100.0% | 3.40 |
| Difference | | -11.8 | | -10.0 | | 21.8 | | | 0.60 |
| **A Strong Intercollegiate Athletic Program** | | | | | | | | | |
| Ideal College | 10 | 14.9% | 6 | 9.0% | 51 | 76.1% | 67 | 100.0% | 3.94 |
| M-DCC | 16 | **25.0%** | 27 | 42.2% | 21 | 32.8% | 64 | 100.0% | 3.08 |
| Difference | | -10.1 | | -33.2 | | 43.3 | | | 0.86 |
| **A Child Care Program** | | | | | | | | | |
| Ideal College | 8 | 11.9% | 15 | 22.4% | 44 | 65.7% | 67 | 100.0% | 3.93 |
| M-DCC | 11 | 17.2% | 33 | 51.6% | 20 | 31.3% | 64 | 100.0% | 3.13 |
| Difference | | -5.2 | | -29.2 | | 34.4 | | | 0.80 |
| **Excellent Athletic/Recreational Facilities** | | | | | | | | | |
| Ideal College | 9 | 13.8% | 10 | 15.4% | 46 | 70.8% | 65 | 100.0% | 3.89 |
| M-DCC | 14 | **22.2%** | 30 | 47.6% | 19 | 30.2% | 63 | 100.0% | 3.06 |
| Difference | | -8.4 | | -32.2 | | 40.6 | | | 0.83 |
| **Instructional Sites Near People's Homes and Businesses** | | | | | | | | | |
| Ideal College | 8 | 12.5% | 12 | 18.8% | 44 | 68.8% | 64 | 100.0% | 3.88 |
| M-DCC | 12 | 18.5% | 32 | 49.2% | 21 | 32.3% | 65 | 100.0% | 3.18 |
| Difference | | -6.0 | | -30.5 | | 36.4 | | | 0.70 |

# Figure 7a. Mean Rank of Top 10 Services - InterAmerican Center



## Figure 7b. Mean of Services Ranked 11-21 - InterAmerican Center



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SVCS IC XI 1 Chart 2

## Table 12

## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

### Hialeah Center

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **A Library That Meets the Students' Needs** | | | | | | | | | |
| Ideal College | 5 | 5.2% | 0 | 0.0% | 92 | 94.8% | 97 | 100.0% | 4.65 |
| M-DCC | 31 | **33.0%** | 18 | 19.1% | 45 | 47.9% | 94 | 100.0% | 3.24 |
| Difference | | -27.8 | | -19.1 | | 47.0 | | | **1.41** |
| **Faculty Members Who Are Excellent Teachers** | | | | | | | | | |
| Ideal College | 4 | 4.1% | 2 | 2.0% | 92 | 93.9% | 98 | 100.0% | 4.64 |
| M-DCC | 8 | 8.5% | 14 | 14.9% | 72 | **76.8%** | 94 | 100.0% | 4.07 |
| Difference | | -4.4 | | -12.9 | | 17.3 | | | 0.57 |
| **Computers and Other Equipment to Support My Program** | | | | | | | | | |
| Ideal College | 6 | 6.1% | 0 | 0.0% | 92 | 93.9% | 98 | 100.0% | 4.62 |
| M-DCC | 29 | **30.5%** | 19 | 20.0% | 47 | 49.5% | 95 | 100.0% | 3.31 |
| Difference | | -24.4 | | -20.0 | | 44.4 | | | **1.31** |
| **A Financial Aid Program That Helps Make College Affordable** | | | | | | | | | |
| Ideal College | 6 | 6.3% | 1 | 1.0% | 89 | 92.7% | 96 | 100.0% | 4.60 |
| M-DCC | 21 | **21.6%** | 11 | 11.3% | 65 | **67.0%** | 97 | 100.0% | 3.71 |
| Difference | | -15.4 | | -10.3 | | 25.7 | | | 0.89 |
| **A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week** | | | | | | | | | |
| Ideal College | 6 | 6.1% | 1 | 1.0% | 91 | 92.9% | 98 | 100.0% | 4.57 |
| M-DCC | 19 | **20.7%** | 10 | 10.9% | 63 | **68.5%** | 92 | 100.0% | 3.79 |
| Difference | | -14.5 | | -9.8 | | 24.4 | | | 0.78 |
| **Faculty Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 5 | 5.2% | 3 | 3.1% | 89 | 91.8% | 97 | 100.0% | 4.55 |
| M-DCC | 21 | **22.6%** | 22 | 23.7% | 50 | 53.8% | 93 | 100.0% | 3.42 |
| Difference | | -17.4 | | -20.6 | | 38.0 | | | **1.13** |
| **Faculty Who Are Up-to-Date in Their Fields** | | | | | | | | | |
| Ideal College | 5 | 5.2% | 2 | 2.1% | 90 | 92.8% | 97 | 100.0% | 4.55 |
| M-DCC | 14 | 14.7% | 32 | 33.7% | 49 | 51.6% | 95 | 100.0% | 3.50 |
| Difference | | -9.6 | | -31.6 | | 41.2 | | | **1.05** |
| **Staff Members Who Are Accessible** | | | | | | | | | |
| Ideal College | 4 | 4.2% | 3 | 3.1% | 89 | 92.7% | 96 | 100.0% | 4.54 |
| M-DCC | 28 | **30.1%** | 19 | 20.4% | 46 | 49.5% | 93 | 100.0% | 3.26 |
| Difference | | -25.9 | | -17.3 | | 43.2 | | | **1.28** |
| **An Excellent Job Placement Program** | | | | | | | | | |
| Ideal College | 7 | 7.2% | 2 | 2.1% | 88 | 90.7% | 97 | 100.0% | 4.53 |
| M-DCC | 28 | **29.8%** | 25 | 26.6% | 41 | 43.6% | 94 | 100.0% | 3.21 |
| Difference | | -22.6 | | -24.5 | | 47.1 | | | **1.32** |
| **Information About Student Loans** | | | | | | | | | |
| Ideal College | 6 | 6.1% | 1 | 1.0% | 91 | 92.9% | 98 | 100.0% | 4.51 |
| M-DCC | 21 | **22.3%** | 25 | 26.6% | 48 | 51.1% | 94 | 100.0% | 3.37 |
| Difference | | -16.2 | | -25.6 | | 41.8 | | | **1.14** |
| **An Excellent Career Counseling Program** | | | | | | | | | |
| Ideal College | 6 | 6.1% | 3 | 3.1% | 89 | 90.8% | 98 | 100.0% | 4.47 |
| M-DCC | 23 | **24.5%** | 30 | 31.9% | 41 | 43.6% | 94 | 100.0% | 3.27 |
| Difference | | -18.3 | | -28.9 | | 47.2 | | | **1.20** |

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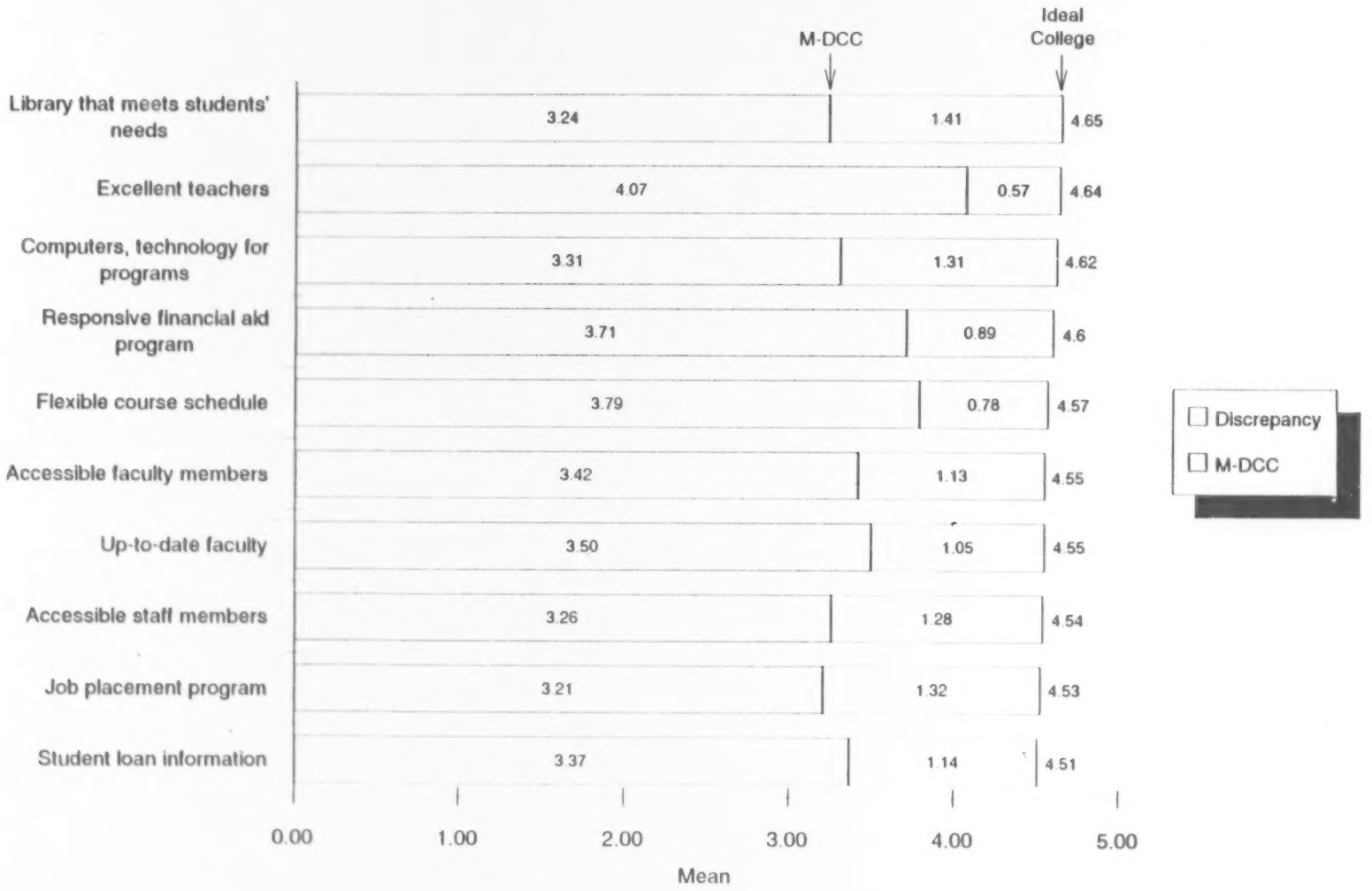
## Table 12
## (continued)
## Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
## Hialeah Center

| | Ratings | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Total | | Mean |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Rating |
| **An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements** | | | | | | | | | |
| Ideal College | 6 | 6.3% | 3 | 3.1% | 87 | 90.6% | 96 | 100.0% | 4.46 |
| M-DCC | 18 | 19.4% | 28 | 30.1% | 47 | 50.5% | 93 | 100.0% | 3.47 |
| Difference | | -13.1 | | -27.0 | | 40.1 | | | 0.99 |
| **Study Skills Assistance** | | | | | | | | | |
| Ideal College | 7 | 7.4% | 5 | 5.3% | 83 | 87.4% | 95 | 100.0% | 4.43 |
| M-DCC | 17 | 18.3% | 26 | 28.0% | 50 | 53.8% | 93 | 100.0% | 3.56 |
| Difference | | -10.9 | | -22.7 | | 33.6 | | | 0.87 |
| **Programs Leading Directly to a Job** | | | | | | | | | |
| Ideal College | 7 | 7.1% | 6 | 6.1% | 85 | 86.7% | 98 | 100.0% | 4.40 |
| M-DCC | 31 | **34.1%** | 26 | 28.6% | 34 | 37.4% | 91 | 100.0% | 3.03 |
| Difference | | -26.9 | | -22.4 | | 49.4 | | | **1.37** |
| **Adequate Transportation to and from the Campus** | | | | | | | | | |
| Ideal College | 8 | 8.2% | 7 | 7.2% | 82 | 84.5% | 97 | 100.0% | 4.37 |
| M-DCC | 24 | **25.5%** | 30 | 31.9% | 40 | 42.6% | 94 | 100.0% | 3.28 |
| Difference | | -17.3 | | -24.7 | | 42.0 | | | **1.09** |
| **A Child Care Program** | | | | | | | | | |
| Ideal College | 6 | 6.2% | 7 | 7.2% | 84 | 86.6% | 97 | 100.0% | 4.36 |
| M-DCC | 26 | **28.0%** | 34 | 36.6% | 33 | 35.5% | 93 | 100.0% | 3.13 |
| Difference | | -21.8 | | -29.3 | | 51.1 | | | **1.23** |
| **Instructional Sites Near People's Homes and Businesses** | | | | | | | | | |
| Ideal College | 6 | 6.3% | 7 | 7.3% | 83 | 86.5% | 96 | 100.0% | 4.36 |
| M-DCC | 23 | **24.5%** | 19 | 20.2% | 52 | 55.3% | 94 | 100.0% | 3.51 |
| Difference | | -18.2 | | -12.9 | | 31.1 | | | 0.85 |
| **Cooperative Education or Work Experience for Credit** | | | | | | | | | |
| Ideal College | 8 | 8.3% | 8 | 8.3% | 80 | 83.3% | 96 | 100.0% | 4.35 |
| M-DCC | 21 | **22.6%** | 39 | 41.9% | 33 | 35.5% | 93 | 100.0% | 3.22 |
| Difference | | -14.2 | | -33.6 | | 47.8 | | | **1.13** |
| **A Cultural Program in the Arts (Music, Theater, etc.)** | | | | | | | | | |
| Ideal College | 8 | 8.2% | 6 | 6.2% | 83 | 85.6% | 97 | 100.0% | 4.28 |
| M-DCC | 18 | 19.4% | 29 | 31.2% | 46 | 49.5% | 93 | 100.0% | 3.40 |
| Difference | | -11.1 | | -25.0 | | 36.1 | | | 0.88 |
| **Excellent Athletic/Recreational Facilities** | | | | | | | | | |
| Ideal College | 9 | 9.4% | 8 | 8.3% | 79 | 82.3% | 96 | 100.0% | 4.20 |
| M-DCC | 27 | **29.0%** | 28 | 30.1% | 38 | 40.9% | 93 | 100.0% | 3.10 |
| Difference | | -19.7 | | -21.8 | | 41.4 | | | **1.10** |
| **A Strong Intercollegiate Athletic Program** | | | | | | | | | |
| Ideal College | 9 | 9.3% | 17 | 17.5% | 71 | 73.2% | 97 | 100.0% | 4.06 |
| M-DCC | 20 | **21.5%** | 40 | 43.0% | 33 | 35.5% | 93 | 100.0% | 3.18 |
| Difference | | -12.2 | | -25.5 | | 37.7 | | | 0.88 |

## Figure 8a. Mean Rank of Top 10 Services - Hialeah Center







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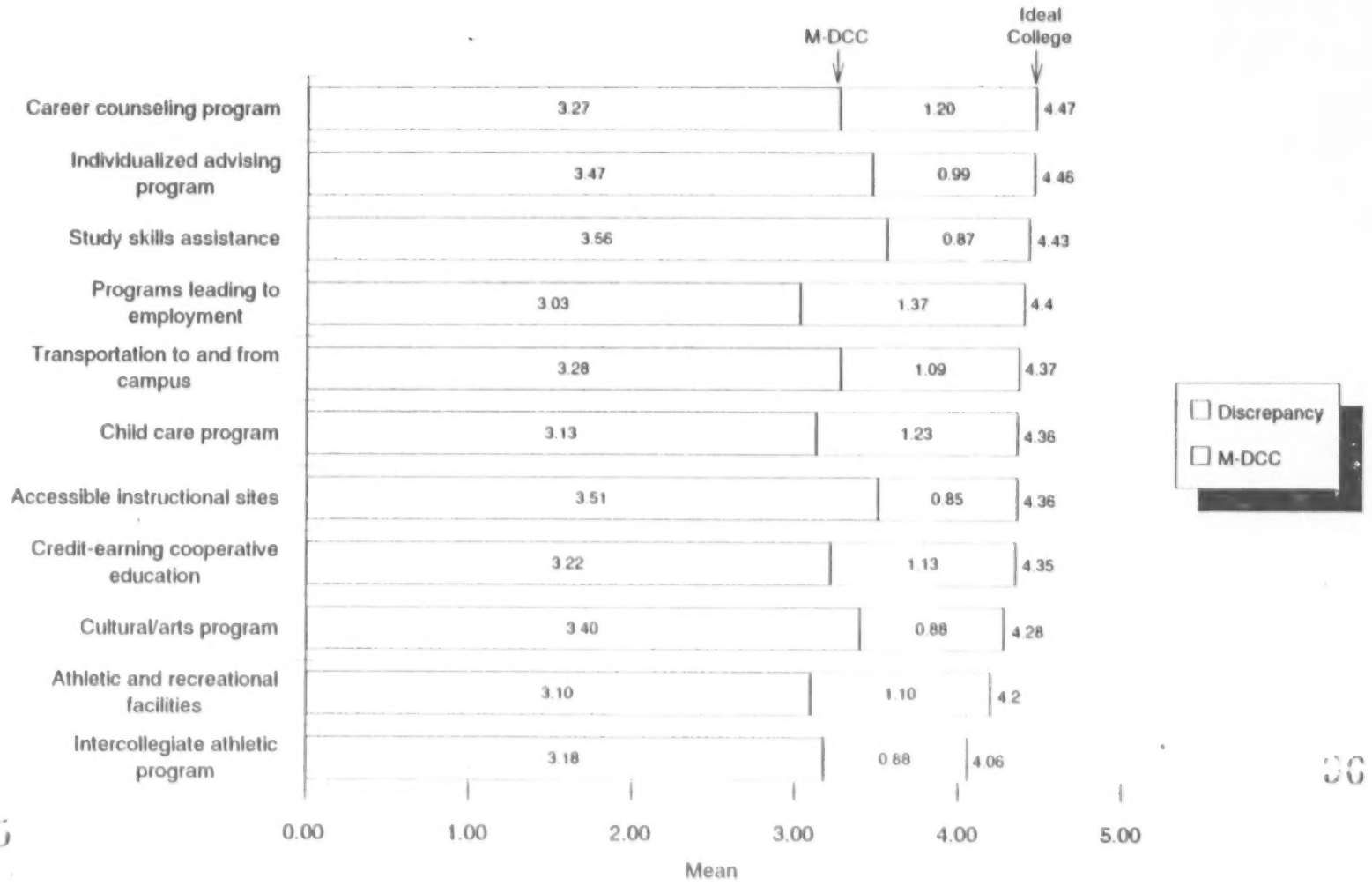
SVCS MC XLT Chart 1

## Figure 8b. Mean of Services Ranked 11-21 - Hialeah Center



# Miami-Dade Community College (M-DCC)

Dear Student:

Miami-Dade Community College is conducting a survey of students to collect information that will help improve the quality of programs and services at M-DCC. Please answer the following questions regarding your impressions of your educational experience at M-DCC. Thank you for your participation.

## Marking Instructions

- Use No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

| INCORRECT MARKS | CORRECT MARK |
|---|---|
| ✓ ✗ ▬ ⊃ | ● |

## ENROLLED STUDENT SURVEY

**Gender:**
- ○ Male
- ○ Female

**Age:**
- ○ Under 18
- ○ 18-19
- ○ 20-25
- ○ 26-30
- ○ 31-50
- ○ 51-64
- ○ 65 or older

**Ethnic Group:**
- ○ Black Non-Hispanic
- ○ White Non-Hispanic
- ○ Asian/Pacific Islander
- ○ American Indian
- ○ Hispanic
- ○ Other

**M-DCC GPA:**
- ○ Below 2.0
- ○ 2.0-3.49
- ○ 3.5 and above
- ○ Not applicable

**Status:**
- ○ Full-time
- ○ Part-time

**How many credits have you completed?**
- ○ None
- ○ 1-15
- ○ 16-30
- ○ 31-45
- ○ 46-60
- ○ More than 60

**Have you ever enrolled in any of the following courses?**
- ○ College Preparatory
- ○ English as a Second Language
- ○ Both

**Are you seeking a degree or certificate from M-DCC?**
- ○ Yes
- ○ No

**If yes, which of the following are you seeking?**
- ○ Associate in Arts
- ○ Associate in Science
- ○ Vocational Certificate
- ○ Planned Certificate
- ○ Other

**If other, please identify what:** _____

**What is the highest degree you eventually plan to seek?**
- ○ Vocational Certificate
- ○ Associate Degree
- ○ Bachelor's
- ○ Master's or higher
- ○ Not seeking a degree

**Where do you take most of your classes?**
- ○ North
- ○ Kendall
- ○ Wolfson
- ○ Medical
- ○ Homestead
- ○ Interamerican Center
- ○ Hialeah Center
- ○ Entrepreneurial Center
- ○ Other Outreach Center

**When do you take most of your classes?**
- ○ Day
- ○ Evening
- ○ Weekend

**How many hours are you employed each week?**
- ○ None
- ○ 1-10
- ○ 11-20
- ○ 21-40
- ○ More than 40

97

OVER →

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Please answer questions (1) and (2) for items (a) through (u) in the list below. Each item describes a service you might expect from an educational experience at your "Ideal" college and at Miami-Dade Community College. Using the following scale, indicate how much you agree with each item:

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree.

| *IDEAL COLLEGE* (1) "I believe the 'ideal' college should have..." | | | | | | M-DCC (2) "I believe Miami-Dade Community College has..." | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SD | D | U | A | SA | | SD | D | U | A | SA |
| 1 | 2 | 3 | 4 | 5 | a. a financial aid program that helps make college affordable. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | b. information about student loans. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | c. an advising program focused on the student's academic and overall curriculum requirements. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | d. study skills assistance. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | e. a cultural program in the arts (music, theater, etc.). | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | f. an excellent career counseling program. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | g. an excellent job placement program. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | h. programs leading directly to a job. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | i. cooperative education or work experience for credit. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | j. a strong intercollegiate athletic program. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | k. excellent athletic/recreational facilities. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | l. a child care program. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | m. staff members who are accessible. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | n. a library that meets the students' needs. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | o. adequate transportation to and from the campus. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | p. a flexible schedule of courses offered at a variety of times throughout the day and during the week. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | q. computers and other equipment to support my program. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | r. instructional sites near people's homes and businesses. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | s. faculty members who are accessible. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | t. faculty members who are excellent teachers. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | u. faculty who are up-to-date in their fields. | 1 | 2 | 3 | 4 | 5 |

How satisfied are you with Miami-Dade Community College?

1. Very satisfied
2. Somewhat satisfied
3. Indifferent
4. Somewhat dissatisfied
5. Very dissatisfied

Please return this completed form to Institutional Research, Bonnie McCabe Building, Room 5601, 300 N.E. 2nd Avenue, Miami, FL 33132-2297. Thank you very much.

INSTITUTIONAL SELF STUDY

North
Kendall
Wolfson
Medical Center
Homestead
District
1993 - 1995

Miami-Dade COMMUNITY COLLEGE

March 9, 1994

Dear Faculty Member:

As part of the Miami-Dade's Institutional Self-Study for Re-accreditation, we are conducting a survey of students enrolled in a random sample of classes college-wide. The sample consists of approximately 200 classes. Your receipt of this letter indicates that the class noted on the attached label has been selected as part of the sample. This letter is an early alert to you that the survey will follow in about two weeks.

Since the sample is small, we need a high return rate in order to be able to generalize student responses to the population of students as a whole. For this reason, we would like you to administer the survey during class. The survey will take approximately 15-20 minutes to complete and a packet, including directions, will be sent within the next two weeks. We recognize that this is an inconvenience, and gratefully acknowledge your effort on behalf of the self-study.

If you are unable to participate in this survey, please return this letter and the attached label to Dr. Cathy Morris, Institutional Research, Bonnie McCabe Building, Room 5601. We will need to select an alternate classroom for the sample.

We appreciate your cooperation in the collection of this important student information. Thank you in advance.

Cordially,

Cathy Morris, Ph.D.
Dean, Institutional Research

CM/rmz





RZ94-731

INSTITUTIONAL SELF STUDY

North
Kendall
Wolfson
Medical Center
Homestead
District
1993 - 1995

Miami-Dade COMMUNITY COLLEGE

March 18, 1994

Dear Faculty Member;

Over a week ago, I sent you a letter alerting you to an upcoming survey of students enrolled in a random sample of classes. Enclosed are the forms for your participation in the survey. Please administer the survey in the course and sequence number noted on the label above. Because the survey items are split into two forms, you will have both red and orange questionnaires in this packet. Each student should complete only one form.

Please select a convenient class date during the next two weeks to administer the survey. Allow approximately 15 to 20 minutes for the students to answer the questions. If a student has completed the survey in another class, please ask him/her to complete it again. The selection of classes was random and, on a student level, we need full participation.

Please read the directions below to students. While they are not required to complete the survey, the directions will hopefully encourage them to do so.

**DIRECTIONS:**

**"As part of an Institutional Self-Study for reaccreditation, Miami-Dade is gathering student input to improve quality. You are part of a sample of students who have been chosen to comment on our programs and services. Your answers are important to us, since you will be representing student opinion at Miami-Dade. Please answer every question on both sides of the survey. Thank you for your help."**

Please collect the completed surveys and send them, along with any unused surveys, in the return envelope addressed to: Sylvia Fisher, Institutional Research, Bonnie McCabe Hall, Room 5601. If you have any questions, she can be reached at 7-7463.

I appreciate your cooperation in the collection of this important student information.

Thank you.

Cordially,

Cathy Morris

CM/rmz

Enclosures

RZ94-737